

# Primary PE Passport Skills and Knowledge Progression©



The Primary PE Passport enables schools to show:

|                |   |
|----------------|---|
| INTENT         | <ul style="list-style-type: none"><li>• That all children can achieve the aims of the national curriculum through a broad, balanced and progressive curriculum</li><li>• A willingness of staff to adapt plans to meet the needs of individuals and groups- this might mean going back to plans programmed for younger groups to secure knowledge and skills</li><li>• A commitment from staff to develop children across different domains- physically, cognitively and socially and emotionally</li><li>• Children how to learn skills and knowledge and apply it.</li><li>• Delivery through the Principles of Assessment for Learning.</li><li>• Children experiences of traditional and 'new' sports.</li><li>• Careful monitoring of the progress of individuals, groups, classes and year groups</li></ul> |
| IMPLEMENTATION | <ul style="list-style-type: none"><li>• All children receiving 2 hours of high quality Physical Education each week regardless of the weather or other external factors</li><li>• A commitment that all children are active. Spare kit in each class means no child misses PE</li><li>• Inclusivity by putting support for children with SEND in line with other subjects and differentiating using STEP.</li><li>• That children unable to take part are included by involving them in activities related to the lesson e.g. umpiring.</li><li>• A range of teaching styles and strategies to deliver the curriculum</li><li>• Children different challenges e.g. 6 v 4 to develop skills, knowledge and behaviours.</li></ul>   |
| IMPACT         | <ul style="list-style-type: none"><li>• Children's progress in different domains of learning</li><li>• Parents the levels of attainment and achievement of their children verbally and/or in writing</li><li>• How to improve. Specific targets to be set and measured</li><li>• Support and challenge to be provided for learners.</li><li>• That all children's achievements are valued.</li></ul>  |

# Primary PE Passport Skills and Knowledge Progression©



This document has been produced to assist PE leaders in planning a broad, balanced and progressive curriculum.

The document enables staff delivering PE to see where the children have come from and where they are going next.

- The skills and knowledge taught in the PE Passport are broken down and tracked across the age range from EYFS through to UKS2. NB. If catching is a key skill in EYFS it won't be mentioned in subsequent phases unless the type of catching skill e.g high catching.
- Where children cannot access a unit because the level of challenge is too high please use material from previous year groups but don't forget to assess children's prior knowledge before fine tuning the planning.
- Units do not have to last 6/7 weeks. You can extend units to secure deep learning or run units for shorter periods where children are already skilled in that area.
- Key questions and assessment outcomes are highlighted for each unit

# Primary PE Passport

## Suggested Curriculum Map Nursery to Year 6



Two 1 hour session per week

|           | Autumn 1                          | Autumn 2                            | Spring 1                                 | Spring 2                                | Summer 1                             | Summer 2                             |
|-----------|-----------------------------------|-------------------------------------|--|---|--------------------------------------|--------------------------------------|
| Nursery   | Dance<br>Continuous Provision     | Stability 1<br>Continuous Provision | Gym - Travelling<br>Continuous Provision | Dance<br>Continuous Provision           | Locomotion 1<br>Continuous Provision | Object Man 1<br>Continuous Provision |
| Reception | Dance<br>Fine Motor               | Gym - Flight<br>Target Games 1      | Dance<br>Locomotion 2                    | Gym - Rocking & Rolling<br>Object Man 2 | Dance<br>Net & Wall 1                | Athletics<br>Strike & Field 1        |
| Year 1    | Dance<br>Net & Wall 1             | Gym - Balance<br>Stability 2        | Dance<br>Invasion Games 1                | Gym - Wide<br>Target Games 2            | Dance<br>Athletics                   | Gym - Pathways<br>Strike & Field 2   |
| Year 2    | Dance<br>Net & Wall Skills 2      | Gym - Stretching<br>Target Games 3  | Dance<br>Invasion Games 2                | Gym - Spinning<br>Athletics             | Dance<br>Tri Golf                    | Gym - Pathways<br>Strike & Field 2   |
| Year 3    | Dance<br>OAA                      | Gym - Symmetry<br>Hockey            | Dance<br>Basketball                      | Gym - Receiving<br>Invasion Games 3     | Dance<br>Athletics                   | Cricket<br>Tennis                    |
| Year 4    | OAA<br>Swimming                   | Dance<br>Swimming                   | Gym - Arching<br>Swimming                | Tag Rugby<br>Swimming                   | Athletics<br>Swimming                | Rounders<br>Swimming                 |
| Year 5    | Gym - Partner Work<br>Leadership  | Dance<br>Handball                   | Gym - Mirroring<br>Basketball            | Dance<br>Ultimate Frisbee               | Danish Long Ball<br>Athletics        | Dodgeball<br>Tennis                  |
| Year 6    | Team Building<br>Ultimate Frisbee | Dance<br>Invasion Games 4           | Gym - Counter Balance<br>Netball         | Dance<br>Flag Football                  | OAA<br>Athletics                     | Cricket<br>Tennis                    |

# Primary PE Passport

Content



## EYFS Content

| Unit                       | Page                  | Unit                  | Page                  |  |  |  |
|----------------------------|-----------------------|-----------------------|-----------------------|--|--|--|
| Athletics 1                | <a href="#">8</a>     | Object Manipulation 1 | <a href="#">20</a>    |  |  |  |
| Dance                      | <a href="#">9</a>     | Stability             | <a href="#">21-22</a> |  |  |  |
| Fine Motor Skills 1        | <a href="#">10</a>    | Striking & Fielding 1 | <a href="#">23</a>    |  |  |  |
| Fundamental Skills 1       | <a href="#">11</a>    | Target Games 1        | <a href="#">24</a>    |  |  |  |
| Gymnastics                 | <a href="#">12-15</a> | Yoga                  | <a href="#">25</a>    |  |  |  |
| Invasion Game Skills 1     | <a href="#">16</a>    |                       |                       |  |  |  |
| Locomotion                 | <a href="#">17-18</a> |                       |                       |  |  |  |
| Net and Wall Game Skills 1 | <a href="#">19</a>    |                       |                       |  |  |  |

# Primary PE Passport

## Content



### KS1 Content

| Unit                        | Page                    | Unit                | Page                    |  |  |  |
|-----------------------------|-------------------------|---------------------|-------------------------|--|--|--|
| Athletics 2                 | <a href="#">26</a>      | Striking & Fielding | <a href="#">43 - 44</a> |  |  |  |
| Dance                       | <a href="#">27</a>      | Target Games        | <a href="#">45 - 46</a> |  |  |  |
| Fundamental Movement Skills | <a href="#">28 - 30</a> | Tri Golf            | <a href="#">47</a>      |  |  |  |
| Gymnastics                  | <a href="#">31 - 36</a> | Yoga                | <a href="#">48</a>      |  |  |  |
| Invasion Game Skills        | <a href="#">37 - 38</a> |                     |                         |  |  |  |
| Locomotion                  | <a href="#">39</a>      |                     |                         |  |  |  |
| Net and Wall Game Skills    | <a href="#">40 - 41</a> |                     |                         |  |  |  |
| Object Manipulation         | <a href="#">42</a>      |                     |                         |  |  |  |

# Primary PE Passport

## Content



### KS2 Content

| Unit             | Page                    | Unit                   | Page                    | Unit             | Page                     |  |
|------------------|-------------------------|------------------------|-------------------------|------------------|--------------------------|--|
| Athletics        | <a href="#">49 - 50</a> | Football               | <a href="#">64 - 65</a> | Netball          | <a href="#">88 - 89</a>  |  |
| Badminton        | <a href="#">51 - 52</a> | Gym                    | <a href="#">66 - 77</a> | OAA              | <a href="#">90 - 91</a>  |  |
| Basketball       | <a href="#">53 - 54</a> | Handball               | <a href="#">78 - 79</a> | Rounders         | <a href="#">92 - 93</a>  |  |
| Cricket          | <a href="#">55 - 56</a> | Health Related Fitness | <a href="#">80 - 81</a> | Tag Rugby        | <a href="#">94 - 95</a>  |  |
| Dance            | <a href="#">57 - 58</a> | Hockey                 | <a href="#">82 - 83</a> | Team Building    | <a href="#">96</a>       |  |
| Danish Long Ball | <a href="#">59</a>      | Invasion Games         | <a href="#">84 - 85</a> | Tennis           | <a href="#">97 - 98</a>  |  |
| Dodgeball        | <a href="#">60 - 61</a> | Lacrosse               | <a href="#">86</a>      | Tri - Golf       | <a href="#">99 - 100</a> |  |
| Flag Football    | <a href="#">62 - 63</a> | Leadership             | <a href="#">87</a>      | Ultimate Frisbee | <a href="#">101</a>      |  |



# Athletics 1

## Athletic skills 1



Children learn some techniques for running, how to run in a lane; dip at the finish and transfer a baton. They learn how to jump from a short run and how to throw for accuracy and power

|  | Week 1  | Week 2   | Week 3  | Week 4  | Week 5  | Week 6  |
|--|---|--|---|---|---|---|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Share space and run with my head up</p> <p>React quickly</p>   | <p>Jump 1 foot to 2 feet and 2 feet to 2 feet.</p> <p>Coordinate a run with a jump</p>             | <p>Throw accurately</p> <p>Work cooperatively with a partner and within a group</p> <p>Share equipment and take turns</p>       | <p>Run efficiently and within a lane</p> <p>Sustain my form during a race.</p> <p>Dip for the finish</p>                                  | <p>Jump for height</p> <p>Time my take -off to clear an obstacle</p>  | <p>Throw a variety of pieces of equipment well</p> <p>Throw for distance</p> <p>Throw with good technique</p>   |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>What a good position of readiness looks like.</p> <p>That I need to be focused and avoid distractions.</p>                             | <p>To land with really soft knees.</p> <p>To use my arms to help power me forward when jumping</p> | <p>How to stand to throw overarm</p> <p>The importance of my non-throwing arm</p>   | <p>How to stay focused on my own performance when running in a lane.</p> <p>Why it is important to dip at the finish.</p>                 | <p>Which parts of my body are really important when jumping high</p> <p>How to coordinate a scissor kick.</p> | <p>How to grip a Frisbee That I need to throw from a side- on position</p> <p>To draw my body back by lifting my front leg to generate more power</p> |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Chooses to move in a range of ways, moving freely and with confidence, making changes to body shape, position and pace of movement</p> | <p>Seeks support, emotional 'refuelling' and practical help in new or challenging situations.</p>  | <p>Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours.</p> | <p>Chooses to move in a range of ways, moving freely and with confidence, making changes to body shape, position and pace of movement</p> | <p>Seeks support, emotional 'refuelling' and practical help in new or challenging situations.</p>             | <p>Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours.</p>                       |



# Dance

EYFS : Themes: Jungle, Nursery Rhymes, Seasons, The Circus, Toys



EYFS : Themes: Jungle, Nursery Rhymes, Seasons, The Circus, Toys

|  | Week 1  | Week 2  | Week 3   | Week 4   | Week 5   | Week 6   |
|--|---|---|--|--|--|--|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | Use my body and create simple theme related shapes, movements and actions   | Use my body to express simple theme related shapes, movements and feelings                | Travel safely and creatively in space.<br>Show different levels when I travel                                      | Communicate effectively with a partner<br>Use pictures to create shapes, movements and actions                   | Work with a partner.<br>Look at pictures and create shapes, movements and actions                                | Remember and perform a basic sequence of movement when led by a teacher<br>Identify what good looks like               |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | How to contribute simple key words to an age appropriate theme related mind map<br>How to translate ideas into simple theme related shapes, movements, actions. | How to use the words in a poem to create shapes, movements or feelings                    | That we need to look forwards to safely move around in space<br>That we need to control our speed to ensure safety | How to turn what I see into ways of moving<br>How to listen to other people's ideas and vocalise my own thoughts | How to turn what I see into ways of moving<br>How to listen to other people's ideas and vocalise my own thoughts | How to be aware of people's feelings when giving and receiving simple feedback<br>Control is important when performing |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk  | Seeks support, emotional 'refuelling' and practical help in new or challenging situations | Is proactive in seeking adult support and able to articulate their wants and needs                                 | Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk               | Seeks support, emotional 'refuelling' and practical help in new or challenging situations                        | Is proactive in seeking adult support and able to articulate their wants and needs                                     |

# Fine Motor Skills

## EYFS - Fine Motor Skills 1



This unit looks to build on children's gross motor skills and combines locomotion skills with fine motor activities.

|  | Week 1  | Week 2   | Week 3  | Week 4  | Week 5   | Week 6  |
|--|---|--|---|---|--|---|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Run skilfully</p> <p>Negotiate space successfully</p>  | <p>Use the strength in my hand to manipulate objects</p> <p>Pick up, carry and put down with care</p>  | <p>Attack and defend in chasing games</p> <p>Pick up, carry and put down with care.</p>                               | <p>Thread with control</p> <p>Negotiate space successfully</p>  | <p>Be excited about, and confident in, my jobs.</p> <p>Pick up, carry and thread with control</p>  | <p>Be excited about, and confident in, my jobs.</p> <p>Build carefully using small objects</p>                        |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>At least one effect of activity on my body.</p> <p>How to share equipment and take turns.</p>        | <p>What a good space to stand in is.</p> <p>How to follow instructions in games</p>  | <p>At least one effect of activity on my body.</p> <p>How to play tagging games safely.</p>                           | <p>What I need to do with my arms and eyes to balance on one leg.</p>                                   | <p>To avoid rushing and trying to do things too quickly</p>  | <p>Some effects of activity on my body.</p>   |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Continues to explore moving in a range of ways, e.g., mirroring, creating own movement patterns.</p> | <p>Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt</p> | <p>Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</p> | <p>Continues to explore moving in a range of ways, e.g., mirroring, creating own movement patterns.</p> | <p>Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt</p> | <p>Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</p> |

# Fundamental Movement 1

## Fundamental Movement skills 1



In this unit children work on developing their fine motor skills.

|  | Week 1  | Week 2   | Week 3   | Week 4   | Week 5  | Week 6   |
|--|---|--|--|--|---|--|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Run skilfully</p> <p>Negotiate space successfully</p>                              | <p>Pick up, carry and put down with care</p> <p>Use tools to help me manipulate objects</p>      | <p>Show increasing control over an object.</p> <p>Control my emotions when playing games</p>   | <p>Balance on one leg</p> <p>Move through an obstacle course skilfully</p>                       | <p>Be excited about, and confident in, my jobs.</p> <p>Encourage my teammates whilst I wait my turn</p> | <p>Thread objects</p> <p>Play games fairly</p>   |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>What a good space to stand in is</p> <p>How to share equipment and take turns.</p> | <p>To take my time and work with care</p>  | <p>To run around with my head up</p> <p>To be aware of other children</p>  | <p>Which parts of my body help me with balancing</p>   | <p>To take turns</p>  | <p>To work carefully and that rushing can lead to mistakes</p> <p>Some effects of exercise on my body</p>  |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Handles objects safely and with increasing control and intention</p>               | <p>Shows confidence in choosing resources and perseverance in carrying out a chosen activity</p> | <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</p> | <p>Shows confidence in choosing resources and perseverance in carrying out a chosen activity</p> | <p>Share equipment and take turns.</p>  | <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</p> |



Parts high & parts low. The children learn to travel, balance, spin, jump & use basic apparatus to learn how to transfer floor skills across. They learn to start & finish routines & how to change direction & level working at.

|                                     | Week 1   | Week 2  | Week 3  | Week 4   | Week 5   | Week 6  |
|-------------------------------------|--|---|---|--|--|---|
| <p>SKILLS</p> <p>I can.....</p>     | <p>Travel close to the ground.</p> <p>Make up a short sequence.</p> <p>Use apparatus</p> | <p>Move confidently at different levels.</p> <p>Make up a short sequence with a change in level</p> <p>Use apparatus and link some skills</p>   | <p>Balance on patches</p> <p>Roll in different ways</p> <p>Make up a short sequence with a change in direction</p> <p>Use apparatus imaginatively</p> | <p>Jump off an object and land appropriately</p> <p>Link movements together.</p>         | <p>Perform a sequence of asymmetric balances &amp; movements on floor &amp; apparatus</p> <p>Start and finish my work in interesting ways</p> <p>Link movements together.</p>            | <p>Create a variety of shapes using my body</p> <p>Start and finish my work in interesting ways</p>   |
| <p>KNOWLEDGE</p> <p>I know.....</p> | <p>How to rock</p> <p>How to share apparatus</p> <p>To work safely.</p>                  | <p>How to slide and scramble</p> <p>How to share apparatus</p> <p>To work safely</p>  | <p>What patches are</p> <p>To show tension in my movements and pointed toes.</p> <p>What symmetrical looks like</p>                                   | <p>How to jump and land safely</p> <p>What spinning is</p> <p>How to share apparatus</p> | <p>To start and finish my work in clear and strong positions.</p> <p>What symmetric and asymmetric look like</p> <p>How to help put apparatus out and away</p>                           | <p>To start &amp; finish my work in clear &amp; strong positions. How to move with style from one shape to another</p> <p>The difference between a symmetrical and asymmetrical shape</p> |
| <p>ASSESSMENT</p> <p>I can...</p>   | <p>Climbs stairs, steps and moves across climbing equipment using alternate feet</p>     | <p>Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g., giving up a piece of equipment to another who wants it</p> | <p>Is sensitive to others' messages of appreciation or criticism.</p>   | <p>Climbs stairs, steps and moves across climbing equipment using alternate feet</p>     | <p>Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g., giving up a piece of equipment to another who wants it.</p> | <p>Is sensitive to others' messages of appreciation or criticism.</p>   |



## Travelling, stopping, making shapes

|                                     | Week 1   | Week 2  | Week 3  | Week 4   | Week 5   | Week 6  |
|-------------------------------------|--|---|---|--|--|---|
| <p>SKILLS</p> <p>I can.....</p>     | <p>Mirror a friend's movements</p> <p>Make up a short sequence</p> <p>Use apparatus safely</p> | <p>Travel in different ways along the floor</p> <p>Balance on different body parts</p> <p>Make up a short sequence</p> <p>Use apparatus</p> | <p>Jump in different ways</p> <p>Make up a short sequence</p> <p>Use apparatus imaginatively</p>                    | <p>Travel with confidence &amp; skill around, under, over &amp; through.</p> <p>Travel, stop &amp; balance with control in curled or stretched shapes.</p> <p>Link 2 movements together.</p> | <p>Travel high and low in different pathways</p> <p>Link 2 movements together.</p>   | <p>Travel in different ways with my weight on my hands.</p> <p>Start &amp; finish my work in interesting ways</p> <p>Link movements together.</p> |
| <p>KNOWLEDGE</p> <p>I know.....</p> | <p>How to mirror</p> <p>How to share apparatus</p> <p>To work safely</p>                       | <p>How to travel by pushing and pulling myself</p> <p>How to share apparatus</p>  | <p>How to jump and land safely</p> <p>How to share apparatus</p> <p>To work safely.</p>                             | <p>How to jump and land safely</p> <p>How to share apparatus</p>   | <p>What pathways are</p> <p>What stepping is</p> <p>How to help put apparatus out and away</p>   | <p>To keep my head up when travelling with weight on my hands</p> <p>How to help put apparatus out and away</p>                                   |
| <p>ASSESSMENT</p> <p>I can...</p>   | <p>Maintains balance using hands and body to stabilise</p>                                     | <p>Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</p>  | <p>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</p> | <p>Maintains balance using hands and body to stabilise</p>   | <p>Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</p> | <p>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</p>                               |



Rocking and rolling

|  | Week 1  | Week 2  | Week 3  | Week 4   | Week 5   | Week 6  |
|--|---|---|---|--|--|---|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Rock on different body parts</p> <p>Perform a sequence of moves where I transfer the weight from one part of my body to another.</p>         | <p>Travel from a rock into a roll</p> <p>Perform a log and egg roll with control and as part of a sequence.</p> | <p>Roll sideways and forwards with control</p> <p>Leap</p> <p>Scissor kick</p>  | <p>Perform varieties of pencil rolls</p> <p>Jump from low apparatus in different ways</p>                      | <p>Rock and roll</p> <p>Perform in canon with a partner</p>  | <p>Demonstrate 3 different ways of rolling with good control.</p> <p>Move from one roll to another by rocking.</p> <p>Give good feedback to a partner</p> |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>That rocking involves moving forward or back or side to side on the same body part</p> <p>How to share apparatus with others in my group</p> | <p>To alternate legs when I am climbing.</p> <p>To use the floor as part of my gym work</p>                     | <p>How to perform rolls safely.</p> <p>The importance of preparing my body before I do rolls</p>  | <p>To be aware of the position of others before rolling</p> <p>To forward roll on the back of my shoulders</p> | <p>To start and finish my sequences in interesting strong positions.</p> <p>What canon is and how to time its use effectively.</p> | <p>How to roll safely.</p> <p>How to start to link my moves more effectively.</p> <p>How to support my partner with positive praise</p>                   |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance</p>  | <p>Shows confidence in choosing resources and perseverance in carrying out a chosen activity</p>                | <p>Can describe their competencies, what they can do well and are getting better at, describing themselves in positive but realistic terms.</p> | <p>Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance</p>         | <p>Shows confidence in choosing resources and perseverance in carrying out a chosen activity</p>                                   | <p>Can describe their competencies, what they can do well and are getting better at, describing themselves in positive but realistic terms.</p>           |



## Flight - bouncing, jumping &amp; landing

|                                     | Week 1   | Week 2   | Week 3   | Week 4   | Week 5   | Week 6   |
|-------------------------------------|--|--|--|--|--|--|
| <p>SKILLS</p> <p>I can.....</p>     | <p>Jump in a variety of ways</p> <p>Construct a simple jumping sequence with a partner</p>             | <p>Jump showing good technique throughout take-off and landing.</p> <p>Control a star jump and pencil jump</p>                           | <p>Jump through turns with control</p> <p>Jump as part of a sequence of other movements.</p> | <p>Jump and show a tucked body shape in the air</p> <p>Jump as part of a sequence of other movements.</p>                  | <p>Change leg positions whilst I am in the air</p> <p>Jump as part of a sequence of other movements.</p> | <p>Execute a variety of jumps and leaps with control.</p> <p>Include jumps and leaps in sequence work on the floor and apparatus</p> |
| <p>KNOWLEDGE</p> <p>I know.....</p> | <p>To bend my legs when landing to cushion the impact</p>  | <p>That a good sequence involves using the floor imaginatively as well as the apparatus</p> <p>How to share the space and take turns</p> | <p>What a half turn and quarter turn are.</p> <p>To be aware of others when I am jumping</p> | <p>Some different jumping shapes.</p> <p>How to jump onto and off apparatus safely.</p> <p>To land by bending my legs.</p> | <p>The difference between a leap and a jump</p> <p>How to gain extra elevation</p>                       | <p>To start my work with an interesting shape and finish it also with style.</p> <p>How to carry equipment safely</p>                |
| <p>ASSESSMENT</p> <p>I can...</p>   | <p>Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance</p> | <p>Seeks support, emotional 'refuelling' and practical help in new or challenging situations</p>   | <p>Is proactive in seeking adult support and able to articulate their wants and needs</p>    | <p>Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance</p>                     | <p>Seeks support, emotional 'refuelling' and practical help in new or challenging situations</p>         | <p>Is proactive in seeking adult support and able to articulate their wants and needs</p>  |

# Invasion Games Skills 1

# Invasion Games Skills 1



In this unit children learn how to send and receive and how to bounce, dribble, dodge and evade.

|  | Week 1   | Week 2   | Week 3  | Week 4   | Week 5   | Week 6   |
|--|--|--|---|--|--|--|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Get into a good ready position to receive chest and bounce passes consistently well.</p> <p>Pass the ball from my chest using a bounce pass.</p>  | <p>Change direction confidently and competently</p> <p>Move around safely in a limited space</p>         | <p>Bounce a ball and travel at the same time</p> <p>Keep my head up and travel with control whilst dribbling a ball</p> | <p>Bounce / dribble a ball with my hands with good control.</p> <p>Move around safely whilst bouncing/dribbling.</p>   | <p>Push pass a hockey ball.</p> <p>Receive a hockey ball</p>   | <p>Dribble a ball with my feet with good control.</p> <p>Stop a ball on the run by trapping it</p>   |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>How far to bounce a pass between me and a friend.</p> <p>How to receive a bounce pass differently to a chest pass.</p>  | <p>How to move around and be aware of others.</p>  | <p>To use my fingers to push the ball down when dribbling</p>   | <p>That a bounce in a push down with 2 hands and dribbling is with one hand.</p> <p>To use my fingers to push the ball down</p>  | <p>That my hands need to 'give' and be 'soft' when receiving a hockey pass.</p> <p>To move into space after passing a ball</p> | <p>To use 'big toe, little toe' to dribble keeping the ball close to me.</p> <p>How to trap a ball by moving in line with it and putting my foot on it</p> |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Chooses to move in a range of ways, moving freely and with confidence, making changes to body shape, and pace of movement such as shuffling, walking, running, jumping, skipping, sliding and hopping</p> | <p>Is more able to manage their feelings and tolerate situations in which their wishes cannot be met</p> | <p>Has a clear idea about what they want to do in their play and how they want to go about it</p>                       | <p>Chooses to move in a range of ways, moving freely and with confidence, making changes to body shape, and pace of movement such as shuffling, walking, running, jumping, skipping, sliding and hopping</p> | <p>Is more able to manage their feelings and tolerate situations in which their wishes cannot be met</p>                       | <p>Has a clear idea about what they want to do in their play and how they want to go about it</p>  |



# Locomotion 1

EYFS - Locomotion



One of the 3 key Fundamental movement skill areas, locomotion 1 introduces children to moving in different ways whilst learning about their own space and negotiating space with others

|  | Week 1  | Week 2  | Week 3   | Week 4  | Week 5  | Week 6   |
|--|---|---|--|---|---|--|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Find a space</p> <p>Walk forwards and backwards, stopping when instructed</p> <p>Negotiate space successfully</p>  | <p>Run skilfully and negotiate space.</p> <p>Work as part of a team</p>   | <p>Hop on either leg</p> <p>Negotiate space successfully</p>   | <p>Jump in different ways</p> <p>Move freely and with pleasure and confidence in a range of ways</p>                  | <p>Dodge</p> <p>Slide to my left and right</p>  | <p>Gallop</p> <p>Manipulate objects whilst galloping</p> <p>Gallop confidently with either leg as the lead leg</p>                         |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>Shows understanding of the need for safety when tackling new challenges</p> <p>How to travel backwards safely</p> <p>How to share equipment and take turns</p> | <p>Of the need for safety when tackling new challenges</p> <p>How to share equipment and take turns</p>             | <p>How to play by the rules</p> <p>How to share equipment and take turns</p>   | <p>What a jump is</p> <p>How to share equipment and take turns</p>  | <p>How to dodge</p> <p>What sliding is</p>  | <p>How to gallop</p> <p>How to play fairly and accept decisions in games</p>   |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</p>   | <p>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</p> | <p>Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</p> | <p>Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</p> | <p>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</p> | <p>Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</p> |

# Locomotion 2

EYFS - Locomotion 2



Locomotion 2 builds on those ways of travelling from locomotion 1 and looks at linking movements and involves apparatus like a skipping rope.

|  | Week 1  | Week 2   | Week 3  | Week 4  | Week 5   | Week 6  |
|--|---|--|---|---|--|---|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | Jump in a variety of ways   | Jump for distance  | Jump for height   | Jump with a scissor kick  | Skip with a rope   | Skip with more consistency with a rope  |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | To bend my legs when landing  | To bend my legs and to drive my arms upwards   | That there are lots of different ways of jumping  | Which foot feels better to jump off   | That I have to jump as I bring the rope forward in front of me                                     | That there are a variety of skipping techniques.  |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles | Is more able to manage their feelings and tolerate situations in which their wishes cannot be met. | Can describe their competencies, what they can do well and are getting better at, describing themselves in positive but realistic terms | Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles | Is more able to manage their feelings and tolerate situations in which their wishes cannot be met. | Can describe their competencies, what they can do well and are getting better at, describing themselves in positive but realistic terms |

# Net & Wall Game Skills 1

## Net and Wall Game Skills 1



Net and wall game skills 1 introduces children to net/wall games and the skills involved in games they will play at a later date such as volleyball, short tennis and dodgeball.

|  | Week 1  | Week 2  | Week 3  | Week 4   | Week 5  | Week 6   |
|--|---|---|---|--|---|--|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Send a large ball with some degree of accuracy.</p> <p>Receive a ball by moving swiftly into the right position.</p> | <p>Strike a large ball, with one hand, whilst it is airborne.</p> <p>I can play passive and then active rallies by striking over a net with my hand</p> | <p>Strike and volley a large ball with some degree of accuracy.</p> <p>Dig a ball by getting underneath it.</p> | <p>Strike a small ball using an open palm and move into position to receive it back.</p> | <p>Strike a small ball with my open palm with some accuracy</p> <p>Keep a rally going with a partner</p>                  | <p>Throw with accuracy and power.</p> <p>Keep my eye on the ball at all times</p>                |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>What a 'ready position' looks like.</p>  | <p>To call my name when playing doubles if the ball is between me and my partner.</p> <p>To leave a ball which is going to land out.</p>                | <p>That a good dig gives more time for teammates to set up our own attack</p>                                   | <p>What a T position is and how it can help me.</p>                                      | <p>To move to the line of the ball and to get into a T position.</p> <p>That the ball needs to be struck over the net</p> | <p>Not to turn my back on the ball</p> <p>How to throw for accuracy and power</p>                |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Shows a preference for a dominant hand</p>   | <p>Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group</p>                                    | <p>Shows confidence in choosing resources and perseverance in carrying out a chosen activity</p>                | <p>Shows a preference for a dominant hand</p>  | <p>Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group</p>      | <p>Shows confidence in choosing resources and perseverance in carrying out a chosen activity</p> |

# Object Manipulation 1

## EYFS - Object Manipulation 1



One of the 3 key fundamental movement skills this unit works on children's familiarity with objects and confidence in moving them in different ways.

|  | Week 1  | Week 2  | Week 3   | Week 4  | Week 5  | Week 6   |
|--|---|---|--|---|---|--|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Find a good space</p> <p>Show increasing control over an object in pushing it around parts of my body</p> <p>Play games, taking turns.</p> | <p>Show increasing control over an object</p> <p>Twist and turn</p> <p>Reach and bend</p>                           | <p>Move a ball with control and in different directions</p> <p>Apply the right amount of force to a ball</p>                               | <p>Roll a ball</p> <p>Stop a ball when it is rolled to me.</p>  | <p>Catch an object.</p> <p>Throw underarm accurately for my friend to catch.</p>                                    | <p>Bounce and catch a ball.</p> <p>Travel around bouncing safely</p>   |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>How to find a space</p> <p>How to travel around safely</p>   | <p>That I need to concentrate to work well with a partner.</p>  | <p>How to mirror a partner</p> <p>How to follow.</p>   | <p>What good positions are for rolling a ball and for stopping a ball.</p>  | <p>How to make a target with my hands to receive a throw.</p> <p>How to stand when throwing underarm.</p>           | <p>That I need to keep my head up when bouncing.</p> <p>How much force I need to bounce with to catch my own</p>                           |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</p>                         | <p>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</p> | <p>Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</p> | <p>Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</p> | <p>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</p> | <p>Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</p> |

# Stability 1

## EYFS - Stability 1



Stability is a fundamental movement skill and this unit focuses on static balances and then moves into dynamic ways of balancing.

|  | Week 1  | Week 2   | Week 3  | Week 4   | Week 5   | Week 6   |
|--|---|--|---|--|--|--|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Balance on one leg whilst still.</p> <p>Maintain balance whilst moving slowly</p>                | <p>Twist, bend and reach whilst maintaining my balance</p> <p>Respond quickly to instructions</p>  | <p>Push down, up, forward, backwards, high</p> <p>Pull down, up, forward, backwards, high</p>                         | <p>Jump in a variety of ways</p> <p>Leap</p>   | <p>Maintain my balance whilst lifting and carrying.</p> <p>Pick something up whilst balanced on one leg</p>  | <p>Dodge</p> <p>Use space safely</p>   |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>To use my arms to help me balance</p> <p>That focusing my eyes can help with my balance</p>      | <p>To keep my arms out to help me balance</p> <p>To focus my eyes to help me balance</p>   | <p>The difference between a push &amp; a pull</p> <p>How to travel by pulling and pushing myself across the floor</p> | <p>How to jump in different ways</p> <p>Which parts of my body are especially important to jump well</p> | <p>To keep my arms out to help me balance.</p> <p>How important it is to focus with my eyes to help me balance</p>   | <p>To shift my weight quickly from one foot to the other to dodge well.</p> <p>To try and dodge whilst on the move</p> |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Walks down steps or slopes whilst carrying a small object, maintaining balance and stability</p> | <p>Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions; e.g., giving up a piece of equipment to another who wants it.</p> | <p>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play.</p>  | <p>Walks down steps or slopes whilst carrying a small object, maintaining balance and stability.</p>     | <p>Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions; e.g., giving up a piece of equipment to another who wants it.</p> | <p>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play.</p>   |

# Stability 2

EYFS - Stability 2 Twisting, bending, reaching, balancing and dodging



This unit builds on stability one and focuses on more dynamic balance and particularly dodging a pre –requisite for being successful in invasion games

|  | Week 1   | Week 2   | Week 3   | Week 4  | Week 5  | Week 6   |
|--|--|--|--|---|---|--|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Twist, bend and reach whilst maintaining my balance</p> <p>Follow instructions and play games</p> | <p>Maintain balance whilst twisting and bending and reaching</p> <p>Slide to my left and right</p> | <p>Dodge to my left off my right foot.</p> <p>Travel safely considering others</p>                                   | <p>Dodge to the right off my left foot</p> <p>Travel around with control and awareness of others.</p> | <p>Dodge off either foot.</p> <p>Travel confidently</p>                 | <p>Evade others.</p> <p>Travel with awareness of others</p>  |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>To keep my arms out to help me balance</p> <p>To focus my eyes to help me balance</p>             | <p>How to slide</p> <p>That I need to work on developing skills with both hands</p>                | <p>My left from right</p> <p>How to dodge left</p>   | <p>How to dodge to the right off their left foot</p> <p>To travel with my-head up.</p>                | <p>What good dodging looks like.</p>                                    | <p>How to evade being caught</p> <p>How to share space safely</p>  |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Experiment with different ways of moving</p>  | <p>Travel with confidence and skill around, under, over and through</p>                            | <p>Show understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> | <p>Experiment with different ways of moving</p>   | <p>Travel with confidence and skill around, under, over and through</p> | <p>Show understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> |

# Striking & Fielding 1

## Striking and Fielding Game Skills 1



In this unit children learn basic batting, fielding and bowling skills. They learn how to run between wickets; of some basic rules and how to work together through good communication.

|  | Week 1  | Week 2  | Week 3   | Week 4  | Week 5   | Week 6  |
|--|---|---|--|---|--|---|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Strike a ball off a tee</p> <p>Get in line with the ball and field it.</p>   | <p>Stop a ball with 2 hands, creating a barrier behind it with my feet or body.</p> <p>Hit a ball to the leg side</p> | <p>Bowl a ball overarm at a target.</p> <p>Strike a ball off a tee through the off side</p>              | <p>Pick up a ball with one hand and throw it underarm</p> <p>Call for runs sensibly and decisively when batting.</p>                                      | <p>Chase and retrieve a ball</p> <p>Make good decisions when batting about when to run and when not to.</p>            | <p>Bowl either under or overarm with some accuracy</p> <p>Wicket keep effectively</p> <p>Apply a range of skills</p>                      |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>That I need to run, after striking a ball, to accumulate runs.</p> <p>To touch my bat over the crease line and slide it on my final run</p>            | <p>When to run and when not to.</p> <p>How to form a long barrier to stop a ball</p>                                  | <p>That I have to bowl from on or behind the crease</p> <p>To try and bowl keeping my arms straight.</p> | <p>That I need to communicate with my partner to accumulate runs</p> <p>The different calls used by batsmen/women when they want to run.</p>              | <p>That a batsman / woman should always call after each ball.</p> <p>That, as a batter, I don't always have to run</p> | <p>The importance of staying in my crease.</p> <p>How to adopt a wicket keeping stance.</p> <p>To demonstrate The School Games values</p> |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> | <p>Is proactive in seeking adult support and able to articulate their wants and needs</p>                             | <p>Is aware of behavioural expectations and sensitive to ideas of justice and fairness</p>               | <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> | <p>Is proactive in seeking adult support and able to articulate their wants and needs</p>                              | <p>Is aware of behavioural expectations and sensitive to ideas of justice and fairness</p>  |

# Target Games 1

## Reception - Target Games 1



This unit starts looking at the technique involved in sending an object with accuracy and also power. It encourages children from the outset to use both hands/feet.

|                                     | Week 1   | Week 2   | Week 3  | Week 4   | Week 5   | Week 6   |
|-------------------------------------|--|--|---|--|--|--|
| <p>SKILLS</p> <p>I can.....</p>     | <p>Throw a ball underarm with some accuracy at a target.</p>   | <p>Throw underarm accurately with either hand.</p> <p>Work with others and take turns</p>                                      | <p>Strike a ball with my foot for power.</p> <p>Work at all 3 levels</p>  | <p>Kick a ball with some accuracy with both feet.</p>  | <p>Roll a ball with some accuracy</p>  | <p>Roll with some accuracy with both hands</p> <p>Link movements together.</p>                   |
| <p>KNOWLEDGE</p> <p>I know.....</p> | <p>It is important to stand with one leg forward, the opposite leg to the hand I am throwing from.</p> | <p>Which my dominant hand is</p> <p>How to stand when throwing accurately</p>  | <p>Which part of my foot to use when striking for power.</p> <p>How to lean back if I want my strike to go higher</p> | <p>Why it is important to kick with both feet.</p>   | <p>That the ball travels all the way across the ground when I roll.</p> <p>That I need to bend and adopt a sideways stance when rolling.</p> | <p>Why it is important to be able to roll well with both hands</p>                               |
| <p>ASSESSMENT</p> <p>I can...</p>   | <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</p>   | <p>Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours</p> | <p>Shows confidence in choosing resources and perseverance in carrying out a chosen activity</p>                      | <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</p> | <p>Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours</p>               | <p>Shows confidence in choosing resources and perseverance in carrying out a chosen activity</p> |





In this unit children will create poses associated with topical themes

|  | Week 1  | Week 2   | Week 3   | Week 4  | Week 5   | Week 6   |
|--|---|--|--|---|--|--|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Perform a butterfly pose</p> <p>Perform a lion pose</p>  | <p>Pose like creatures and features that can be found in The Arctic</p>                          | <p>Think imaginatively</p> <p>Stretch high and retain my balance</p>   | <p>Perform a tree pose</p> <p>Perform a downward dog pose</p>   | <p>Hold poses which depict Romans and Roman life</p>   | <p>Hold poses which depict life at sea</p>   |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>The importance of good breathing whilst I exercise</p>   | <p>About some of the creatures and features of The Arctic</p>                                    | <p>Some facts about Space</p>  | <p>To use my arms to help me balance</p> <p>What a V shape is</p>   | <p>More about The Romans</p>   | <p>More about the features and life at sea</p>   |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</p> | <p>Shows confidence in choosing resources and perseverance in carrying out a chosen activity</p> | <p>Can describe their competencies, what they can do well and are getting better at, describing themselves in positive but realistic terms</p> | <p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</p> | <p>Shows confidence in choosing resources and perseverance in carrying out a chosen activity</p> | <p>Can describe their competencies, what they can do well and are getting better at, describing themselves in positive but realistic terms</p> |

# Athletics 2

## Athletic skills 2



In Athletics 2 children get to develop their ability to coordinate and link movements and refine their techniques.

|  | Week 1  | Week 2   | Week 3  | Week 4   | Week 5  | Week 6  |
|--|---|--|---|--|---|---|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Show a sense of anticipation to begin work</p> <p>React quickly</p> <p>Demonstrate agility, balance and coordination</p> | <p>Jump in a variety of ways</p> <p>Coordinate a run with a jump</p>                     | <p>Discover and develop different styles of jumping</p> <p>Leap, jump and hop</p>   | <p>Jump in a variety of ways competently</p> <p>Add a short run up to my jump</p>        | <p>Throw with good technique</p> <p>Throw with a run up</p>                                       | <p>Help a peer improve their performance with good feedback</p> <p>Demonstrate a variety of athletic techniques competently</p> |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>To retain my focus</p> <p>The importance of a good start</p>   | <p>To cushion my knees when landing</p> <p>The technique for different types of jump</p> | <p>How to improve my technique to increase the height and distance of my jumps.</p> <p>The difference between a leap and a jump</p> | <p>How to increase the distance of my jumps.</p> <p>Why it is important to warm up</p>   | <p>How to increase the distance of my throws</p> <p>How to keep other safe when I am throwing</p> | <p>To demonstrate the school games values</p> <p>How to share equipment and take turns</p>                                      |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Warm up safely prior to exercise and can sustain performance over periods of time</p>                                    | <p>Can comment on the work of others using some technical language</p>                   | <p>Demonstrate sporting values</p>  | <p>Warm up safely prior to exercise and can sustain performance over periods of time</p> | <p>Can comment on the work of others using some technical language</p>                            | <p>Demonstrate sporting values</p>  |

# Dance

KS1 : Themes: Animals , Fire of London, Mini Beasts, Pirates, Under the Sea



KS1 : Themes: Animals , Fire of London, Mini Beasts, Pirates, Under the Sea

|  | Week 1  | Week 2   | Week 3   | Week 4   | Week 5   | Week 6   |
|--|---|--|--|--|--|--|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | Use my body and create theme related shapes, movements and actions  | Use my body to express simple theme related shapes, movements and feelings | Travel safely and creatively in space.<br><br>Show different levels when I travel                                      | Communicate effectively with a partner<br><br>Use pictures to create shapes, movements and actions                   | Work with a partner.<br><br>Look at pictures and create shapes, movements and actions                                | Remember and perform a basic sequence of movement when led by a teacher<br><br>Identify what good looks like |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | How to contribute simple key words to an age appropriate theme related mind map<br><br>How to translate ideas into simple theme related shapes, movements, actions. | How to use the words in a poem to create shapes, movements or feelings     | That we need to look forwards to safely move around in space<br><br>That we need to control our speed to ensure safety | How to turn what I see into ways of moving<br><br>How to listen to other people's ideas and vocalise my own thoughts | How to turn what I see into ways of moving<br><br>How to listen to other people's ideas and vocalise my own thoughts | How to use simple technical language to give constructive and useful feedback.                               |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | Can perform simple movement patterns  | Demonstrates agility, balance, and coordination                            | Can follow simple movement patterns at different levels  | Communicates effectively and works well with others.   | Has started to Able to perform routines and a range of skills seamlessly.  | Can comment on the work of others using some technical language  |

# Fundamental Movement 1

## Fundamental Movement skills 1



In this unit children work on developing their fine motor skills.

|  | Week 1  | Week 2  | Week 3   | Week 4   | Week 5  | Week 6  |
|--|---|---|--|--|---|---|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Run skilfully</p> <p>Negotiate space successfully</p>                              | <p>Pick up, carry and put down with care</p> <p>Use tools to help me manipulate objects</p> | <p>Show increasing control over an object.</p> <p>Control my emotions when playing games</p> | <p>Balance on one leg</p> <p>Move through an obstacle course skilfully</p> | <p>Be excited about, and confident in, my jobs.</p> <p>Encourage my teammates whilst I wait my turn</p> | <p>Thread objects</p> <p>Play games fairly</p>  |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>What a good space to stand in is</p> <p>How to share equipment and take turns.</p> | <p>To take my time and work with care</p>   | <p>To run around with my head up</p> <p>To be aware of other children</p>                    | <p>Which parts of my body help me with balancing</p>                       | <p>To take turns</p>  | <p>To work carefully and that rushing can lead to mistakes</p> <p>Some effects of exercise on my body</p> |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Show increasing control over an object</p>   | <p>Share equipment and take turns.</p>  | <p>Negotiate space successfully</p>  | <p>Show increasing control over an object</p>                              | <p>Share equipment and take turns.</p>  | <p>Negotiate space successfully</p>   |

# Fundamental Movement 2

## Fundamental Movement skills 2



Looking primarily at locomotion skills this units attempts to ensure that children have mastered different ways of moving and whilst doing so can show awareness of others and their surroundings.

|                                     | Week 1   | Week 2   | Week 3  | Week 4   | Week 5   | Week 6  |
|-------------------------------------|--|--|---|--|--|---|
| <b>SKILLS</b><br><br>I can.....     | Hop<br><br>Move carefully retaining my balance   | Travel backwards safely<br><br>Share space considerately   | Jump in a variety of ways<br><br>Land safely in different jumps<br><br>Combine a run and a jump | Dodge<br><br>Move safely with awareness of others  | Evade others<br><br>Attack and defend  | Punt a ball<br><br>Strike a ball accurately and with power with my laces  |
| <b>KNOWLEDGE</b><br><br>I know..... | That focusing my eyes and using my arms helps me to balance better.<br><br>To use my arms to help me hop | Potential dangers if I am not sensible<br><br>To glance periodically over both shoulders when travelling backwards | To make a W shape when I want to receive a catch<br><br>Which my preferred take off foot is     | To travel around the space being aware of others sharing it with me.<br><br>To stay focused and keep my head up when moving around | To always be focused and aware of what is going on.<br><br>When to attack and when to defend | That a punt is a kick from my hands<br>That when kicking from the ground, I need to get my standing foot adjacent to the ball |
| <b>ASSESSMENT</b><br><br>I can...   | Demonstrate agility, balance and coordination  | Be self-motivated and display self-confidence  | Apply basic skills competently in a range of physical activities                                | Demonstrate agility, balance and coordination  | Be self-motivated and display self-confidence  | Apply basic skills competently in a range of physical activities  |

# Fundamental Movement 3

## Fundamental Movement skills 3



In this unit we look at a variety of fundamental movement skills looking at how children use the hands and feet to send and receive and expanding their range of skills and knowledge.

|  | Week 1  | Week 2  | Week 3  | Week 4   | Week 5  | Week 6  |
|--|---|---|---|--|---|---|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Skip using a rope</p> <p>Jump in a variety of ways</p>   | <p>Dribble a ball with either hand</p> <p>Travel with a ball with my head up and with the ball under control.</p> | <p>Receive a ball and trap it.</p> <p>Cushion a pass sent to me</p>   | <p>Pass in different ways</p> <p>Pass accurately</p>   | <p>Jump for height</p> <p>Broad jump for distance</p>   | <p>Catch consistently well</p> <p>Signal that I want the ball</p>   |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>To watch the hands of the people turning a rope to know when to jump.</p> <p>That there are different ways of jumping a rope</p> | <p>To push down on the ball using my fingers</p> <p>To relax whilst dribbling and not be too tense</p>            | <p>To send a ball over a short distance using the inside of my foot</p> <p>How to turn my foot to cushion a pass sent to me</p> | <p>How far to bounce pass between me and my partner.</p> <p>That good bounce passes are easier to receive.</p> | <p>The difference between a vertical and broad jump</p> <p>How to measure a vertical jump</p> | <p>To make a target for my partner to send the ball to.</p> <p>To relax when catching to cushion the impact of the ball</p> |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Work safely within a defined space</p>   | <p>Manage feelings and behaviour well</p>   | <p>Demonstrate sporting values</p>  | <p>Work safely within a defined space</p>  | <p>Manage feelings and behaviour well</p>   | <p>Demonstrate sporting values</p>  |



Balancing & spinning on Points & Patches

|  | Week 1  | Week 2   | Week 3   | Week 4   | Week 5  | Week 6  |
|--|---|--|--|--|---|---|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Perform controlled spins</p> <p>Support my body weight in symmetrical balances</p> <p>Spin on apparatus</p>                          | <p>Perform asymmetrical spins on side front back and bottom</p> <p>Demonstrate quality work on the floor and apparatus</p> <p>Balance asymmetrically</p> | <p>Work with a partner to perform routines in different formations</p> <p>Perform a combination of symmetrical and asymmetrical spins on patches</p> | <p>Spin at different levels on points</p> <p>Perform a sequence of spins on points, with a mixture of symmetrical, asymmetrical shapes, Hold balances on points of the body.</p> | <p>Hold balances at different levels</p> <p>Spin out of balances to form a sequence</p> | <p>Perform spins and balances in different formations as part of a wider routine</p> <p>Perform in different formations i.e. adjacent, front and back, mirroring.</p> |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>How to observe a partner and give positive feedback</p> <p>How to start and finish a sequence</p> <p>What symmetrical shapes are</p> | <p>How to demonstrate good starting and finishing positions.</p>   | <p>The difference between symmetrical and asymmetrical shapes</p> <p>How to work with a partner in different formations</p>                          | <p>What Points are</p> <p>How to start linking my moves</p>  | <p>What good gym work looks like</p> <p>To comment positively on my partner's work</p>  | <p>What different options there are, of performing with a partner</p> <p>That my work should involve changes of level and direction.</p>                              |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Demonstrate agility, balance and coordination</p>  | <p>Show understanding of what success looks like, in me and others.</p>  | <p>Be physically confident</p>   | <p>Demonstrate agility, balance and coordination</p>   | <p>Show understanding of what success looks like, in me and others.</p>                 | <p>Be physically confident</p>  |



## Pathways - small &amp; long

|                                     | Week 1   | Week 2  | Week 3  | Week 4   | Week 5   | Week 6   |
|-------------------------------------|--|---|---|--|--|--|
| <p>SKILLS</p> <p>I can.....</p>     | <p>How to step in controlled elegant movement.</p> <p>Create a sequence involving sideways, forwards and backward stepping</p> | <p>Push and pull myself along the ground on different parts of my body</p> <p>Form a sequence by travelling in specified pathways</p> | <p>Step and turn gracefully</p> <p>Travel at high levels to trace a pattern on the floor</p>  | <p>Jump in different pathways with coordination</p> <p>Perform a sequence in zig zag pathway</p> | <p>Create sequences in curved pathways on the floor and on the apparatus</p> <p>Travel across the floor like a spider</p>      | <p>Use different pathways within a sequence .</p> <p>Mount and dismount apparatus using different pathways</p>                           |
| <p>KNOWLEDGE</p> <p>I know.....</p> | <p>To form interesting starting positions.</p> <p>How to form symmetrical and asymmetrical arm positions.</p>                  | <p>Some different pathways to travel in</p> <p>To start my sequences in clearly defined shapes</p>                                    | <p>How to turn to my right and left elegantly</p> <p>Different ways of changing direction</p> | <p>How to share space considerably</p> <p>How to link skills to perform actions</p>              | <p>To use a variety of work at different levels</p> <p>That changes of direction make my work more aesthetically pleasing.</p> | <p>How to mount and dismount apparatus imaginatively and safely</p> <p>That my sequence work needs to flow from one move to the next</p> |
| <p>ASSESSMENT</p> <p>I can...</p>   | <p>Start to Able to perform routines and a range of skills seamlessly.</p>   | <p>Recognise what success looks like in myself and others</p>   | <p>Apply basic skills competently</p>   | <p>Start to Able to perform routines and a range of skills seamlessly.</p>                       | <p>Recognise what success looks like in myself and others</p>  | <p>Apply basic skills competently</p>  |





Wide, narrow & curled rolling & balancing

|  | Week 1  | Week 2  | Week 3  | Week 4   | Week 5   | Week 6  |
|--|---|---|---|--|--|---|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Travel and balance with my body in a wide shape</p> <p>Take up wide balances and spin in wide body positions.</p>                      | <p>Take my own body weight and move in tight curled shapes.</p> <p>Create a sequence of curled movements on the floor and apparatus</p> | <p>Form a sequence of long shapes whilst in balance, motion and flight</p> <p>Transfer some of my floor work onto the apparatus</p> | <p>Move from narrow shapes, to tight curled shapes and back, to form a sequence</p> <p>Change the direction and level of my work</p> | <p>Form a sequence to include a curled shape, a narrow shape and a wide shape</p> <p>Perform at different levels</p> | <p>Perform a sequence of moves with a partner.</p> <p>Work in curled, long and narrow shapes and moves.</p> |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>To control my moves and move elegantly from one move to the next</p> <p>To work at different levels and with changes of direction.</p> | <p>What inversion is</p> <p>How to feedback to a partner</p>  | <p>To find a good starting position on the floor or apparatus</p> <p>To control my movements</p>                                    | <p>What a contrast is</p> <p>Why changing level and direction are important.</p>   | <p>How to share the apparatus</p> <p>To give constructive feedback</p>   | <p>How to work with a partner to agree a sequence</p> <p>Different ways of performing with a partner</p>    |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Demonstrate agility, balance and coordination</p>  | <p>Recognise what success looks like in my own work and that of others</p>  | <p>Demonstrate physical confidence</p>  | <p>Demonstrate agility, balance and coordination</p>   | <p>Recognise what success looks like in my own work and that of others</p>   | <p>Demonstrate physical confidence</p>  |



## Pathways: straight, zigzag &amp; curving

|                                     | Week 1  | Week 2   | Week 3   | Week 4   | Week 5  | Week 6   |
|-------------------------------------|---|--|--|--|---|--|
| <p>SKILLS</p> <p>I can.....</p>     | <p>Run and jump through 90, 180 and 270 degrees.</p> <p>Turn elegantly</p> <p>Perform a sequence in different pathways.</p> | <p>Create a sequence in zig zag pathways.</p> <p>Demonstrate variety in my movements</p> <p>Perform with clear starting and finishing positions.</p> | <p>Demonstrate zig zag and straight pathways in my sequence work</p> <p>Perform with control and adaptations to my original work</p> <p>Work at all 3 levels</p> | <p>Perform a sequence of moves in a curved pathway.</p> <p>Improve my work by acting upon feedback</p>                 | <p>Travel backwards and sideways as part of a sequence</p> <p>Link my movements together well</p> | <p>Perform a variety of moves on floor and apparatus using different pathways</p> <p>Make my sequences flow</p>        |
| <p>KNOWLEDGE</p> <p>I know.....</p> | <p>To take off from one foot and then spring from two into a jump.</p> <p>How to land safely</p>                            | <p>What a zig zag pathway is</p> <p>That feedback is essential to help me improve</p>  | <p>Ways that I can adapt work to make it even better.</p> <p>The importance of changes of level and direction</p>  | <p>What a curved pathway is.</p> <p>Different gymnastic moves that fit nicely into performing in a curved pathway.</p> | <p>What mirroring is</p> <p>How to perform in synchrony with a partner</p>                        | <p>Good ways of transitioning from one move to the next</p> <p>How to make my performances aesthetically pleasing.</p> |
| <p>ASSESSMENT</p> <p>I can...</p>   | <p>Demonstrate agility, balance and coordination</p>  | <p>Recognise what success looks like for myself and others.</p>  | <p>Be physically confident when performing</p>   | <p>Demonstrate agility, balance and coordination</p>   | <p>Recognise what success looks like for myself and others.</p>                                   | <p>Be physically confident when performing</p>   |



## Spinning, turning &amp; twisting

|                                     | Week 1  | Week 2  | Week 3   | Week 4  | Week 5  | Week 6   |
|-------------------------------------|---|---|--|---|---|--|
| <p>SKILLS</p> <p>I can.....</p>     | <p>Devise a sequence of balances and spins on patches.</p> <p>Twist in flight</p> | <p>Perform a twist and then roll</p> <p>Change my pathway after each roll by spinning</p> | <p>Change the point of contact in balances by leading into the next balance by twisting</p> <p>Twist my body, whilst firstly in motion and then in balance</p> <p>Work at all 3 levels</p> | <p>Twist whilst in inversion</p> <p>Perform counter balances against the apparatus</p>                      | <p>Work in synchronisation with a partner to perform different balances and twists</p> <p>Work with a partner in counter balance and counter tension.</p> | <p>Mirror the moves of my partner</p> <p>Create a sequence of work with a clear start and controlled twists, spins and turns</p> |
| <p>KNOWLEDGE</p> <p>I know.....</p> | <p>What patches are.</p> <p>The difference between symmetry and asymmetry</p>     | <p>What a twist is</p> <p>Ways of twisting with different body parts</p>                  | <p>How to perform a fluent routine where work is controlled and varied.</p> <p>How to work with others to put out the apparatus in absolute silence</p>                                    | <p>What the difference between a turn and a twist is.</p> <p>How to counter balance using the apparatus</p> | <p>How to coordinate movements at the same time as my partner.</p> <p>What the difference between counter balance and counter tension</p>                 | <p>How to up level my work</p> <p>How to use transitional movements to link my ideas.</p>  |
| <p>ASSESSMENT</p> <p>I can...</p>   | <p>Demonstrate agility, balance and coordination</p>                              | <p>Recognise what success looks like for myself and others.</p>                           | <p>Be physically confident and make a purposeful contribution</p>  | <p>Demonstrate agility, balance and coordination</p>  | <p>Recognise what success looks like for myself and others.</p>   | <p>Be physically confident and make a purposeful contribution</p>  |



## Stretching, curling &amp; arching

|                                     | Week 1   | Week 2  | Week 3   | Week 4   | Week 5  | Week 6  |
|-------------------------------------|--|---|--|--|---|---|
| <p>SKILLS</p> <p>I can.....</p>     | <p>Travel in curled positions.</p> <p>Support my own body weight in curled positions</p> | <p>Stretch whilst in balance</p> <p>Create a sequence which flows and involves arching and stretching</p> | <p>Create a sequence with seamless transitions between stretches and curls</p> <p>Arch my body</p>                             | <p>Stretch and curl whilst performing a variety of gymnastic movements</p> <p>Show inversion and counter balance using the apparatus</p>                                   | <p>Form front and back supports</p> <p>Demonstrate a variety of ways of travelling into and out of supports</p>                                 | <p>Perform a sequence with clear starting and finishing positions</p> <p>Demonstrate curling, stretching and arching in my work</p> |
| <p>KNOWLEDGE</p> <p>I know.....</p> | <p>What a curled shape looks like</p> <p>That I can magpie ideas from others</p>         | <p>What points are</p> <p>How to form arches with my body</p>   | <p>The importance of working at different levels and with different dynamics</p> <p>How to give good feedback to a partner</p> | <p>The difference between stretching and curling</p> <p>How to 'perform' with good starting and finishing positions, good eye focus and a positive confident demeanour</p> | <p>How to share the apparatus and space with others</p> <p>A range of different types of jumps and which are stretched and which are curled</p> | <p>That timing is important in a routine</p> <p>To perform with changes of level, direction and speed</p>                           |
| <p>ASSESSMENT</p> <p>I can...</p>   | <p>Demonstrate agility, balance and coordination</p>                                     | <p>Recognise what success looks like for myself and others.</p>   | <p>Be physically confident and make a purposeful contribution</p>  | <p>Demonstrate agility, balance and coordination</p>   | <p>Recognise what success looks like for myself and others.</p>   | <p>Be physically confident and make a purposeful contribution</p>   |

# Invasion Games Skills 1

# Invasion Games Skills 1



In this unit children learn how to send and receive and how to bounce, dribble, dodge and evade.

|  | Week 1  | Week 2   | Week 3   | Week 4  | Week 5   | Week 6   |
|--|---|--|--|---|--|--|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Get into a good ready position to receive chest and bounce passes consistently well.</p> <p>Pass the ball from my chest using a bounce pass.</p> | <p>Change direction confidently and competently</p> <p>Move around safely in a limited space</p> | <p>Keep my head up and travel with control whilst dribbling a ball</p>                 | <p>Bounce / dribble a ball with my hands with good control.</p> <p>Move around safely whilst bouncing/dribbling.</p>            | <p>Push pass a hockey ball.</p> <p>Receive a hockey ball</p>   | <p>Dribble a ball with my feet with good control.</p> <p>Stop a ball on the run by trapping it</p>   |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>How far to bounce a pass between me and a friend.</p> <p>How to receive a bounce pass differently to a chest pass.</p>                           | <p>How to move around and be aware of others.</p>  | <p>That we only use the flat side of the stick in hockey and all play right handed</p> | <p>That a bounce in a push down with 2 hands and dribbling is with one hand.</p> <p>To use my fingers to push the ball down</p> | <p>That my hands need to 'give' and be 'soft' when receiving a hockey pass.</p> <p>To move into space after passing a ball</p> | <p>To use 'big toe, little toe' to dribble keeping the ball close to me.</p> <p>How to trap a ball by moving in line with it and putting my foot on it</p> |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Understand some principles of attacking and defending</p>  | <p>Manage my feelings and behaviour well</p>   | <p>Apply attacking and defending skills within activities which require them</p>       | <p>Understand some principles of attacking and defending</p>  | <p>Manage my feelings and behaviour well</p>   | <p>Apply attacking and defending skills within activities which require them</p>   |

# Invasion Games Skills 2

# Invasion Games Skills 2



This unit explores some strategies of attack and defence like using the width of the pitch when attacking and closing the space down quickly when defending

|  | Week 1   | Week 2  | Week 3   | Week 4   | Week 5   | Week 6   |
|--|--|---|--|--|--|--|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>I can throw over-arm for my partner to catch after one bounce.</p> <p>Catch a ball consistently after one bounce.</p>   | <p>Catch a ball consistently on the full</p> <p>To move my opponent around court when playing against them</p>              | <p>Track an opponent</p> <p>Intercept a pass</p>                                 | <p>Dodge to beat an opponent.</p> <p>Close the space down that attackers have to work in</p> | <p>Pass the ball consistently with control.</p> <p>Retain possession of the ball.</p>  | <p>Compete with some spatial awareness in team games</p> <p>Pass and move decisively</p>                         |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>How far to throw the ball in relation to where I am standing and my partner is.</p> <p>To stand in a position of readiness to receive the ball on the 1st bounce.</p> | <p>To track the flight of the ball right into my hands.</p> <p>To stay light on my feet and be prepared to move quickly</p> | <p>To turn my body so I can see my opponent and the ball when defending</p>      | <p>To close the space down quickly when defending</p> <p>To attack at speed</p>              | <p>To keep my body between the ball and my opponent to shield it.</p> <p>How to deceive defenders by using dummy passes or 'giving the eyes'</p> | <p>To think ahead when not in possession.</p> <p>To work hard in attack and defence for the good of the team</p> |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Understand some principles of attacking and defending</p>   | <p>Manage my feelings and behaviour well</p>  | <p>Apply attacking and defending skills within activities which require them</p> | <p>Understand some principles of attacking and defending</p>                                 | <p>Manage my feelings and behaviour well</p>   | <p>Apply attacking and defending skills within activities which require them</p>                                 |

# Locomotion 2

## Locomotion 2



Locomotion 2 builds on those ways of travelling from locomotion 1 and looks at linking movements and involves apparatus like a skipping rope.

|  | Week 1                             | Week 2  | Week 3   | Week 4  | Week 5  | Week 6  |
|--|------------------------------------|---|--|---|---|---|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | Jump in a variety of ways          | Jump for distance<br><br>Jump from a standing position                | Jump for height<br><br>Jump with a run up                        | Jump with a scissor kick<br><br>Jump with a small run | Skip with a rope<br><br>Jump with a small run                         | Skip with more consistency with a rope<br><br>Jump in a variety of ways |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | To bend my legs when landing       | To bend my legs and to drive my arms upwards                          | That there are lots of different ways of jumping                 | Which foot feels better to jump off                   | That I have to jump as I bring the rope forward in front of me        | That there are a variety of skipping techniques.                        |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | Run skilfully and negotiates space | Practice some appropriate safety measures without direct supervision. | Travel with confidence and skill around, under, over and through | Run skilfully and negotiates space                    | Practice some appropriate safety measures without direct supervision. | Travel with confidence and skill around, under, over and through        |

# Net & Wall Game Skills 1

## Net and Wall Game Skills 1



Net and wall game skills 1 introduces children to net/wall games and the skills involved in games they will play at a later date such as volleyball, short tennis and dodgeball.

|  | Week 1  | Week 2  | Week 3  | Week 4   | Week 5  | Week 6  |
|--|---|---|---|--|---|---|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Send a large ball with some degree of accuracy.</p> <p>Receive a ball by moving swiftly into the right position.</p> | <p>Strike a large ball, with one hand, whilst it is airborne.</p> <p>I can play passive and then active rallies by striking over a net with my hand</p> | <p>Strike and volley a large ball with some degree of accuracy.</p> <p>Dig a ball by getting underneath it.</p> | <p>Strike a small ball using an open palm and move into position to receive it back.</p> | <p>Strike a small ball with my open palm with some accuracy</p> <p>Keep a rally going with a partner</p>                  | <p>Throw with accuracy and power.</p> <p>Keep my eye on the ball at all times</p>             |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>What a 'ready position' looks like.</p>  | <p>To call my name when playing doubles if the ball is between me and my partner.</p> <p>To leave a ball which is going to land out.</p>                | <p>That a good dig gives more time for teammates to set up our own attack</p>                                   | <p>What a T position is and how it can help me.</p>                                      | <p>To move to the line of the ball and to get into a T position.</p> <p>That the ball needs to be struck over the net</p> | <p>Not to turn my back on the ball</p> <p>How to throw for accuracy and power</p>             |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Show increasing control over an object in throwing and catching it.</p>  | <p>Communicate effectively and work well with others.</p>   | <p>Demonstrate understanding of, and interpretation of, rules and accept decisions given.</p>                   | <p>Show increasing control over an object in throwing and catching it.</p>               | <p>Communicate effectively and work well with others.</p>   | <p>Demonstrate understanding of, and interpretation of, rules and accept decisions given.</p> |



# Net & Wall Game Skills 2

## Net and Wall Game Skills 2



This unit focuses on developing children's striking skills on the forehand and backhand; their ability to move around a corner and to play passive and active rallies over a net

|  | Week 1  | Week 2  | Week 3  | Week 4  | Week 5  | Week 6   |
|--|---|---|---|---|---|--|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Send and receive a ball with some degree of accuracy.</p> <p>Move quickly into good positions to catch</p> | <p>Strike a ball with some degree of accuracy</p> <p>Volley a ball by getting in line and underneath it</p> | <p>Send a ball with increasing accuracy</p> <p>Keep a short rally going with a partner</p>    | <p>Develop a good grip and stance</p> <p>Begin to strike with more consistency and accuracy on the forehand</p> | <p>Return a ball after one bounce that has been thrown to me by a partner.</p> <p>Begin to rally a few shots with more success</p>                                    | <p>Strike a backhand from my own feed.</p> <p>Play a game against an opponent using a variety of shots</p> <p>Move fluently around the court</p> |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>What a position of readiness looks like.</p> <p>To track the flight of the ball with my eyes</p>           | <p>Which the best technique to use is, to return a ball.</p>  | <p>That I have to get under the ball sufficiently to strike it upwards and over a net</p>     | <p>How to form a ready position</p> <p>What a T shape is</p>  | <p>That the ball has to go over the net and land in the court on the other side.</p> <p>That I need to move quickly to get into good positions to return the ball</p> | <p>How to play a game of short tennis against an opponent.</p> <p>To try and get back to the centre of the court after each shot.</p>            |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Able to perform routines and a range of skills seamlessly.</p>   | <p>Communicate effectively and work well with others.</p>   | <p>Demonstrate understanding of, and interpretation of, rules and accept decisions given.</p> | <p>Able to perform routines and a range of skills seamlessly.</p>   | <p>Communicate effectively and work well with others.</p>   | <p>Demonstrate understanding of, and interpretation of, rules and accept decisions given.</p>  |

# Object Manipulation 2

# Object Manipulation 2



This unit builds on object manipulation 1 and asks children to manipulate objects in more complex ways e.g. dribbling with feet and hands

|  | Week 1  | Week 2  | Week 3   | Week 4   | Week 5  | Week 6  |
|--|---|---|--|--|---|---|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Dribble a football.</p> <p>Trap a ball with my foot.</p> <p>Turn with a ball</p>     | <p>Trap a ball and shoot at a target with my instep.</p> <p>Brace myself to save a ball with my hands.</p>      | <p>Punt a ball with either foot</p> <p>Punt high and low</p>                         | <p>Throw from a side-ways on position.</p> <p>Throw with accuracy</p>  | <p>Throw underarm and overarm with increasing accuracy.</p> <p>Negotiate space successfully when playing chasing games.</p> | <p>Dribble a ball with one hand.</p> <p>Dribble and move around without losing control.</p>   |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>How to stop a ball with my foot.</p> <p>What 'Big toe, little toe' dribbling is.</p> | <p>Which part of the foot to kick for power with.</p> <p>How in goal I should brace myself to save the ball</p> | <p>Which part of my foot to punt with.</p> <p>How to punt a ball higher or lower</p> | <p>That I need the leg opposite to my throwing arm to be forward.</p> <p>When to throw overarm and when to throw underarm.</p> | <p>To throw upwards to a partner over a short distance.</p> <p>To make a target with my hands when receiving a throw</p>    | <p>To use my fingers to push the ball when dribbling.</p> <p>To allow the ball to rise to waist height before pushing it back down.</p> |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Travel with a ball at my feet with confidence and skill</p>                          | <p>Show increasing control over an object in kicking it.</p>  | <p>Take turns and share resources.</p>   | <p>Show increasing control over an object in throwing it.</p>  | <p>Travel around safely with my head up.</p>  | <p>Show increasing control over an object in dribbling it</p>   |

# Striking & Fielding 1

## Striking and Fielding Game Skills 1



In this unit children learn basic batting, fielding and bowling skills. They learn how to run between wickets; of some basic rules and how to work together through good communication.

|  | Week 1   | Week 2  | Week 3   | Week 4   | Week 5   | Week 6  |
|--|--|---|--|--|--|---|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Strike a ball off a tee</p> <p>Get in line with the ball and field it.</p>  | <p>Stop a ball with 2 hands, creating a barrier behind it with my feet or body.</p> <p>Hit a ball to the leg side</p> | <p>Bowl a ball overarm at a target.</p> <p>Strike a ball off a tee through the off side</p>              | <p>Pick up a ball with one hand and throw it underarm</p> <p>Call for runs sensibly and decisively when batting.</p>                         | <p>Chase and retrieve a ball</p> <p>Make good decisions when batting about when to run and when not to.</p>            | <p>Bowl either under or overarm with some accuracy</p> <p>Wicket keep effectively</p>   |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>That I need to run, after striking a ball, to accumulate runs.</p> <p>To touch my bat over the crease line and slide it on my final run</p> | <p>When to run and when not to.</p> <p>How to form a long barrier to stop a ball</p>                                  | <p>That I have to bowl from on or behind the crease</p> <p>To try and bowl keeping my arms straight.</p> | <p>That I need to communicate with my partner to accumulate runs</p> <p>The different calls used by batsmen/women when they want to run.</p> | <p>That a batsman / woman should always call after each ball.</p> <p>That, as a batter, I don't always have to run</p> | <p>The importance of staying in my crease.</p> <p>How to adopt a wicket keeping stance.</p> <p>To demonstrate The School Games values</p> |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Work safely within a defined space</p>  | <p>Communicate effectively and work well with others.</p>   | <p>Show awareness of boundaries and rules</p>  | <p>Work safely within a defined space</p>  | <p>Communicate effectively and work well with others.</p>  | <p>Show awareness of boundaries and rules</p>   |

# Striking & Fielding 2

## Striking and Fielding Game Skills 2



In this unit we look at more advanced skills like backing up in the field and chassing down the pitch to strike a ball whilst we are on the move.

|  | Week 1   | Week 2  | Week 3   | Week 4  | Week 5   | Week 6   |
|--|--|---|--|---|--|--|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Catch a ball after one bounce.</p> <p>Strike a ball off a tee</p>   | <p>Bowl overarm with a straight arm.</p> <p>Stop the ball consistently as wicket keeper.</p>                          | <p>Pick up a ball one handed and return it underarm</p> <p>I can return the ball quickly from my boot-laces</p>                              | <p>Strike a ball to leg from a short delivery</p> <p>I can back my friends up in the field</p> <p>Make a long barrier</p>   | <p>Chase a ball and throw it back accurately</p> <p>Strike a ball off a tee whilst on the move</p>               | <p>Play a game applying the skills I have learned.</p> <p>Demonstrate the school games values</p>  |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>To run between the wickets after striking a ball into space.</p> <p>To touch or slide my bat over the crease line</p> | <p>To bowl from the crease line</p> <p>The stance to adopt when keeping wicket</p> <p>What a no-ball and wide are</p> | <p>Why is it important to be adept at picking the ball up with both hands.</p> <p>At which point from the crease I need to slide my bat.</p> | <p>The importance of a high back lift when playing short bowling</p> <p>How to form a long barrier</p> <p>What the correct technique for throwing overarm is.</p> | <p>Why it is important to back throws up in the field</p> <p>Why we might chasse down the pitch as a batsman</p> | <p>Why outfielders walk in with the bowler whilst close fielders stand still.</p> <p>The importance of good communication between batters and fielders</p> |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Work safely within a defined space</p>  | <p>Communicate effectively and work well with others.</p>   | <p>Show awareness of boundaries and rules</p>  | <p>Work safely within a defined space</p>   | <p>Communicate effectively and work well with others.</p>  | <p>Show awareness of boundaries and rules</p>  |

# Target Games - 2

## Year 1 - Target Games 2



This unit builds on Target games 1 and demands more complex skills and understanding of specific techniques which will hold them in good stead when they come to play a wider range of sports in KS2.

|  | Week 1  | Week 2  | Week 3  | Week 4   | Week 5  | Week 6   |
|--|---|---|---|--|---|--|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Coordinate the skill of punting a ball consistently</p> <p>Work with a friend and encourage them to punt better.</p> | <p>Coordinate the action of punting with either foot</p> <p>Punt a ball with increasing accuracy with both feet.</p>                        | <p>Strike a ball at a target using equipment.</p> <p>Strike with increasing accuracy</p>                      | <p>Strike a ball at a target with some degree of force</p> <p>Strike into spaces</p> | <p>Choose correctly when it is best to throw underarm and when to throw overarm.</p> <p>Throw a ball overarm with some accuracy at a target</p> | <p>Throw overarm on, 'one bounce' to a friend.</p> <p>Receive a ball consistently well after one bounce.</p> |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>Which part of my foot I need to strike with</p> <p>How to punt high.</p>   | <p>To hold the ball over to the side I want to punt the ball with.</p> <p>I need to be in a 'ready position' to catch my friend's punts</p> | <p>To get into a side-ways position when striking.</p> <p>That I have to keep my head still when striking</p> | <p>That I have to take turns and share equipment.</p>                                | <p>How I should stand when throwing overarm</p> <p>When to throw underarm and when to throw overarm.</p>  | <p>Why we sometimes throw to a friend to receive after one bounce</p>  |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Start to Able to perform routines and a range of skills seamlessly..</p>   | <p>Explain what success looks like for me and my friends</p>  | <p>Apply basic skills competently in a range of physical activities.</p>                                      | <p>Start to Able to perform routines and a range of skills seamlessly..</p>          | <p>Explain what success looks like for me and my friends</p>  | <p>Apply basic skills competently in a range of physical activities.</p>                                     |

# Target Games - 3

## Year 2- Target Games 3



Target 3 involve children throwing at moving targets and sending throws and strikes at different heights and understanding when we might do that in games.

|  | Week 1  | Week 2  | Week 3   | Week 4   | Week 5   | Week 6  |
|--|---|---|--|--|--|---|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Throw a ball under-arm with either hand and with some accuracy at a target.</p>                            | <p>Kick a ball with some accuracy with both feet.</p> <p>Strike at targets that move.</p>   | <p>Roll with good technique with either hand.</p> <p>Roll with some accuracy with either hand.</p>                             | <p>Punt a ball with some accuracy with both feet.</p> <p>Strike with more control over the height of my punt</p> | <p>Strike a ball with a racket or bat at a target with some degree of force.</p> <p>Strike with a degree of accuracy</p> | <p>Aim with accuracy at a target so it hits on the second bounce.</p> <p>Throw flatter and with more force.</p> |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>What position I need to get my body in to throw well.</p> <p>How to encourage others to do their best.</p> | <p>That I need to get my standing foot next to the ball when striking.</p> <p>That it is more challenging to hit moving targets</p> | <p>To change my stance depending on which hand I am rolling with.</p> <p>That when playing games I need to share resources</p> | <p>That I can't aim directly at somebody who is moving at speed.</p>   | <p>What technique I need to use when striking a ball with a racket.</p> <p>How to hit with more force.</p>               | <p>When I might want to throw a ball to arrive, 'on the second bounce'.</p>                                     |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Start to Able to perform routines and a range of skills seamlessly..</p>                                   | <p>Explain what success looks like for me and my friends</p>  | <p>Apply basic skills competently in a range of physical activities.</p>   | <p>Start to Able to perform routines and a range of skills seamlessly..</p>                                      | <p>Explain what success looks like for me and my friends</p>   | <p>Apply basic skills competently in a range of physical activities.</p>  |

# Tri - Golf

## Year 1 & 2 Tri Golf



In this unit children begin to learn the basics of golf. Using hand eye coordination skills to strike a ball.

|  | Week 1   | Week 2   | Week 3   | Week 4                                     | Week 5   | Week 6  |
|--|--|--|--|--|--|---|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Grip a golf club appropriately and adopt a stance to strike a ball</p> <p>Putt a ball towards a target</p> <p>Share the equipment</p> | <p>Putt a ball towards a target with some accuracy</p> <p>Change the amount of force I putt with depending if putting uphill or downhill</p> | <p>Strike the ball consistently with an iron</p> <p>Set up to play an iron shot</p>                    | <p>Get some height with my iron shots</p>  | <p>Drive for distance</p> <p>Strike the ball with increasing accuracy</p>  | <p>Play a round safely and keeping score.</p> <p>Wait patiently and share equipment</p> |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>How to keep myself and others safe</p> <p>How far to draw the club back when putting</p>  | <p>What a back swing is</p> <p>To hit the ball more firmly if putting uphill and more gently if putting downhill</p>                         | <p>Why we use a tee when hitting irons at the start</p> <p>To keep my eye on the ball in my swing.</p> | <p>What the tick – tock technique is.</p>  | <p>The importance of keeping my head still and not trying to hit the ball too hard</p> <p>Which club to use and when</p> | <p>To demonstrate the school games values</p> <p>Terminology associated with golf</p>   |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Work safely within a defined space.</p>   | <p>Communicate effectively and work well with others.</p>  | <p>Show awareness of boundaries and rules.</p>   | <p>Work safely within a defined space.</p> | <p>Communicate effectively and work well with others.</p>  | <p>Show awareness of boundaries and rules.</p>  |

# Yoga

## Years 1 & 2 - Yoga



In this unit the children will learn about different themes and how holding poses depicting the topic can help with relaxation, flexibility and overall health.

|  | Week 1  | Week 2  | Week 3  | Week 4  | Week 5  | Week 6  |
|--|---|---|---|---|---|---|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Pose like a variety of jungle creatures</p> <p>Control my breathing pattern</p>        | <p>Bend, stretch and reach</p>                          | <p>Work imaginatively</p> <p>Work without inhibitions</p> | <p>Pose depicting Mother Earth</p>  | <p>Depict Roman Life through my poses</p>             | <p>Breathe in 3 parts</p> <p>Work quietly focusing on what I am doing in the moment</p> |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>The importance of quiet and focus whilst performing yoga moves</p>                     | <p>To breathe whilst I am stretching and warming up</p> | <p>More about Space travel</p>                            | <p>What natural phenomena is</p>  | <p>More about The Romans</p>                          | <p>What 3 part breathing is.</p>  |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Warm up safely prior to exercise and can sustain performance over periods of time.</p> | <p>Be self-motivated and display self-confidence.</p>   | <p>Demonstrate sporting values.</p>                       | <p>Warm up safely prior to exercise and can sustain performance over periods of time.</p> | <p>Be self-motivated and display self-confidence.</p> | <p>Demonstrate sporting values.</p>   |



# Athletics

## Years 3 & 4 Athletics



In this unit we learn a range of throwing, jumping and running techniques and hone technique before competing against ourselves and others

|  | Week 1  | Week 2  | Week 3   | Week 4   | Week 5  | Week 6   |
|--|---|---|--|--|---|--|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Use the correct technique to start a sprint race.</p> <p>Develop my coordination to improve speed.</p> | <p>Hurdle efficiently and consistently</p> <p>Sprint between hurdles</p>        | <p>Develop the technique and consistency of my jumps.</p> <p>Jump consistently off the same foot</p> <p>I can scissor kick</p>   | <p>Throw overarm accurately.</p> <p>Throw overarm with power for distance.</p>               | <p>Accurately replicate the technique for running, jumping and throwing events.</p> <p>Run a relay efficiently as part of a team.</p> | <p>Replicate the techniques for running, jumping and throwing events in competitive situations.</p> <p>Challenge myself to beat previous performances.</p> |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>How to start a sprint race.</p> <p>The importance of keeping my first few metres low and powerful.</p> | <p>Which my take off foot is.</p> <p>The technique associated with hurdling</p> | <p>That my furthest point backwards in long jump triple jump is the point measured in competition.</p> <p>To run in an arc &amp; to approach the bar sideways on when high jumping</p> | <p>To position my body sideways on when throwing.</p> <p>The pull technique in throwing.</p> | <p>How to receive and transfer a baton safely.</p> <p>How to remember the technique for triple jump</p>                               | <p>I can improve on personal bests.</p> <p>How to measure my own and others' performances.</p>   |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Warm up prior to exercise and am able to sustain performance over periods of time.</p>                 | <p>Work well with others in a range of contexts.</p>                            | <p>Enjoy competing and challenging myself to improve.</p>  | <p>Warm up safely prior to exercise and can sustain performance over periods of time.</p>    | <p>Work well with others in a range of contexts.</p>  | <p>Enjoy competing and challenging myself to improve.</p>  |

# Athletics

## Years 5 & 6 Athletics



Looking at different ways of running, jumping and throwing whilst developing children's technique and awareness of safety.

|  | Week 1  | Week 2  | Week 3   | Week 4  | Week 5  | Week 6  |
|--|---|---|--|---|---|---|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Change pace and run at different tempos.</p> <p>Sustain my pace over longer distances.</p>                     | <p>Throw with accuracy and power using the pull technique.</p> <p>Throw after a run up.</p>   | <p>Throw with greater force and over longer distances.</p> <p>Throw with greater control, accuracy and efficiency.</p> | <p>Perform the correct techniques for triple jump, high jump and standing vertical jump.</p> <p>Measure accurately my performance at standing vertical jumping.</p> | <p>Combine sprinting with hurdling</p>  | <p>Transfer a relay baton efficiently as part of a team</p> |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>How to control my running over middle distance.</p> <p>How running a bend differs from running a straight.</p> | <p>To get sideways on when throwing.</p> <p>How to throw safely as part of a group.</p> <p>To use my non-throwing arm to help me throw.</p> | <p>How to throw a shot using, 'clean palm, dirty neck' technique.</p> <p>How to generate power from the thighs.</p>    | <p>How to approach the bar from an arced run up when high jumping.</p> <p>The technique, 'same, different, both' for triple jump.</p>                               | <p>My take off foot and lead leg.</p> <p>How to hurdle efficiently</p>        | <p>How to position myself to receive a baton.</p>           |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Can lead others in warming up, knows why it is important and can work actively across whole sessions</p>       | <p>Listens actively, respects the opinion of others and contributes ideas</p>   | <p>Enjoy competing and challenging myself to improve.</p>  | <p>Can lead others in warming up, knows why it is important and can work actively across whole sessions</p>   | <p>Listens actively, respects the opinion of others and contributes ideas</p> | <p>Enjoy competing and challenging myself to improve.</p>   |

# Badminton

## Years 3 & 4 Badminton



In this unit children learn how to play different shots and how to move around the court from a position of readiness using different foot patterns.

|  | Week 1  | Week 2   | Week 3  | Week 4   | Week 5  | Week 6   |
|--|---|--|---|--|---|--|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | Assume the 'ready position'.                              | <p>Serve on the backhand over a net.</p> <p>Serve accurately.</p>                | <p>Move quickly to be in a position to return the shuttle</p> <p>Hit shots overhead and on forehand and backhand in rallies</p> | <p>Play a variety of powerful and deft shots</p> <p>Move around court using different foot-work patterns</p> | <p>Play a variety of different shots well</p> <p>Make the right decision usually about which shot to play</p> | <p>Demonstrate the school games values.</p> <p>Umpire and keep score in a game</p> |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | That badminton is a game played side-ways- on.            | <p>The rules associated with serving</p> <p>How to position myself to serve.</p> | <p>What a rally is.</p> <p>What the difference is between an active rally and a passive one</p>                                 | <p>What different foot-work patterns I need to learn in badminton and when I might use them.</p>             | <p>That I need to move my opponent around the court</p> <p>Which shot to play in certain circumstances</p>    | <p>How to keep score</p> <p>The rules of the game</p>                              |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | Links skills to perform actions and sequences of movement | Reflect and recognise success in myself and others                               | Performs with control making good decisions as they go  | Links skills to perform actions and sequences of movement  | Reflect and recognise success in myself and others  | Understands what they need to do to be successful.                                 |

# Badminton

## Years 5 & 6 Badminton



This unit look at building a repertoire of strokes for the individual as well as introducing them to the different types of footwork used in badminton. It then looks to build up their decision making in game situations

|                                     | Week 1   | Week 2  | Week 3  | Week 4  | Week 5  | Week 6  |
|-------------------------------------|--|---|---|---|---|---|
| <p>SKILLS</p> <p>I can.....</p>     | <p>Assume a position of readiness</p> <p>Hit a forehand</p>  | <p>Perform a forehand and backhand serve</p> <p>Serve with accuracy</p>   | <p>Move quickly to be in a position to consistently return a shuttle.</p> <p>I can serve long and short</p> | <p>Demonstrate a split step and understand its use</p> <p>Chasse in to the net to retrieve shots</p> <p>Play deft shots</p> | <p>Smash</p> <p>Drop shot</p> <p>Perform different shots consistently and with accuracy.</p>          | <p>Compete in an in-tra-school badminton tournament.</p> <p>Demonstrate the school games values</p> |
| <p>KNOWLEDGE</p> <p>I know.....</p> | <p>How to grip a racket.</p> <p>To keep the racket head below waist height when striking a serve</p> | <p>Why it is important to serve in different ways.</p> <p>Where to stand and how to position my body to serve</p> | <p>To vary my serve</p>   | <p>That I need to move my opponent around the court.</p> <p>To target my opponent's weaknesses</p>                          | <p>The variety of different shots that are open to me</p> <p>When to play certain shots</p>           | <p>How to keep score</p> <p>How to umpire</p>   |
| <p>ASSESSMENT</p> <p>I can...</p>   | <p>Able to perform routines and a range of skills seamlessly.</p>                                    | <p>Knows what they need to do to improve and what others need to do to improve their performance.</p>             | <p>Demonstrates specific tactical/performance awareness as an individual and team member.</p>               | <p>Able to perform routines and a range of skills seamlessly.</p>   | <p>Knows what they need to do to improve and what others need to do to improve their performance.</p> | <p>Demonstrates specific tactical/performance awareness as an individual and team member.</p>       |

# Basketball

## Years 3 & 4 Basketball



Children learn to handle the ball and to travel with it under control. They learn some terminology associated with basketball and how to send in different ways (including shooting) and how to receive and protect the ball.

|                                     | Week 1   | Week 2  | Week 3   | Week 4  | Week 5  | Week 6  |
|-------------------------------------|--|---|--|---|---|---|
| <b>SKILLS</b><br><br>I can.....     | I can control a basketball using both hands and perform various skills | I can control the ball on the move (dribble) and keep my head up to be aware of my environment  | I can pass the ball using good techniques of having a target, receiving the pass, stepping in the direction of the pass chest pass and bounce pass | I can pass the ball on the move with good technique and communicate with my team mates                  | I can use the correct technique of balance, elbow, eye line and follow through (BEEF) to shoot a basketball | I can dribble, pass and shoot the basketball using the correct technique to play in a game                                  |
| <b>KNOWLEDGE</b><br><br>I know..... | How to vary movement to control the ball when moving                   | Rules and understand terminology such as double dribble, travelling, triple threat and pivoting | The techniques of passing the ball and know when to do a chest pass or bounce pass in basketball   | How to maintain possession of the ball under pressure through quick passes, movement and communication. | How to work as a team to find space and shoot the basketball  | How to communicate with team mates and understand the principles of attacking and defending when playing a competitive game |
| <b>ASSESSMENT</b><br><br>I can...   | Demonstrates agility, balance, coordination and precision              | Able to comment constructively on the work of others  | Is confident and joins in all areas of PE eagerly  | Demonstrates agility, balance, coordination and precision   | Able to comment constructively on the work of others  | Is confident and joins in all areas of PE eagerly   |

# Basketball

## Years 5 & 6 Basketball



Children reinforce the basic skills they learnt in Year 3 and 4 and advance to learn different defensive systems and how to work shooting opportunities as a team

|  | Week 1   | Week 2  | Week 3  | Week 4   | Week 5  | Week 6  |
|--|--|---|---|--|---|---|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | I can control a basketball using both hands and protect the ball under pressure    | I can pass the ball using good techniques of having a target, receiving the pass, stepping in the direction of the pass at a chest pass and bounce pass | I can use different skills such as varying speed and direction to get past defenders      | I can mark a player or an area of the court to limit opportunities for the opposition                      | I can use the correct technique of balance, elbow, eye line and follow through (BEEF) to shoot a basketball | I can dribble, pass and shoot the basketball using correct the correct technique to play in a game                          |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | How to use my body to protect the ball   | How to create space to receive a pass   | How to defend against an attacking player   | What the difference between man v man defence and zone defence and understand the benefits of both styles. | How to work as a team to create shooting opportunities  | How to communicate with team mates and understand the principles of attacking and defending when playing a competitive game |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | Moves fluently and can performs a wide range of skills confidently and competently | Evaluates the work of others using technical language including setting targets for improvement.  | Is self-motivated and physically confident and actively engages in competitive situations | Moves fluently and can performs a wide range of skills confidently and competently                         | Evaluates the work of others using technical language including setting targets for improvement.            | Is self-motivated and physically confident and actively engages in competitive situations                                   |

# Cricket

## Year 3 & 4 Cricket



This unit develops the skills of bowling, ground fielding, catching, wicket keeping and batting and looks to link skills whilst developing children's understanding of how the different components fit together into the game itself.

|  | Week 1  | Week 2   | Week 3  | Week 4   | Week 5  | Week 6  |
|--|---|--|---|--|---|---|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Stand sideways on with a high back lift ready to receive a ball.</p> <p>Step back and across to pull a short ball.</p> | <p>Bowl a ball overarm with a straight arm.</p> <p>Take up a wicket keeping stance and take balls bowled on both sides of the wicket</p>   | <p>Throw accurately and powerfully.</p> <p>Drive a ball and then run between a set of wickets, sliding my bat when necessary.</p> | <p>Bat successfully with a partner, communicating effectively.</p> <p>Bowl with increasing accuracy.</p>                                 | <p>Bowl with a run up</p> <p>Stop hard balls struck at me by forming a long barrier</p> <p>Communicate effectively with a partner when batting.</p> | <p>Back up my fellow fielders in the field</p> <p>Play purposefully in a competitive game, taking on multiple roles effectively</p>             |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>How to grip the bat.</p> <p>How to move back and across to play the pull shot.</p> <p>What the crease is for.</p>      | <p>How to grip a ball when bowling.</p> <p>The process of bowling from the coil to release of the ball.</p> <p>How to position myself wicket keeping so no obstructions to my vision</p> | <p>When to slide my bat to make my ground when running between the wickets.</p> <p>What 'backing up' means to fielders</p>        | <p>The different calls I can make as batsman.</p> <p>Which batsman/woman calls for runs and the circumstances when each should call.</p> | <p>How to form a long barrier to field a hard shot</p>  | <p>When to stand still in the field and when to walk in as the bowler runs in.</p> <p>Why I need to call my name if going for a high catch.</p> |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Has a sense of anticipation; can find space and is aware of others</p>   | <p>Reflect and am able to recognise success in self and others</p>   | <p>Understands what they need to do to be successful.</p>   | <p>Has a sense of anticipation; can find space and is aware of others</p>  | <p>Reflect and am able to recognise success in self and others</p>  | <p>Understands what they need to do to be successful.</p>   |

# Cricket

## Year 5 & 6 Cricket



This unit focuses on explicit ways of delivering the ball and shots that might be played depending upon the delivery. It looks at developing children's tactical awareness, taking into account a variety of factors.

|  | Week 1   | Week 2   | Week 3  | Week 4   | Week 5   | Week 6   |
|--|--|--|---|--|--|--|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Catch consistently well under pressure.</p> <p>Throw accurately overarm.</p>                                      | <p>Pull a ball from a short delivery to the leg side</p> <p>I can bowl with a short run up and straight arm with some accuracy</p>                   | <p>Perform a range of fielding techniques confidently and consistently.</p> <p>Bowl with a run up</p> | <p>Bowl with consistent accuracy and length.</p> <p>Pick up and return a ball with one hand quickly and consistently well.</p> <p>Use my feet to get to the pitch of the ball when batting</p> | <p>Show tactical awareness as a fielder</p> <p>Bowl out of the back of my hand</p> <p>Play a square cut shot</p>                               | <p>Link my skills and perform in a competitive game.</p> <p>Bowl by running in close to the wickets</p>                              |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>To slide my bat over the crease when running.</p> <p>What a position of anticipation looks like when fielding</p> | <p>To bowl from the crease line and that my foot can land on the line itself.</p> <p>How to grip the bat correctly and take up a suitable stance</p> | <p>Which ground fielding technique to use and why.</p> <p>Which calls I should use when batting</p>   | <p>That I can leave my crease to hit balls.</p> <p>Why I might leave my crease</p> <p>When I might use a one handed pick up technique</p>  | <p>How to bowl leg spin</p> <p>What overthrows are</p> <p>Why it is important for outfielders to walk in with the bowler as he/she runs up</p> | <p>To work as a team ensuring that I back up for possible overthrows.</p> <p>The importance of great communication when batting.</p> |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Able to perform routines and a range of skills seamlessly.</p>  | <p>Knows what they need to do to improve and what others need to do to improve their performance.</p>  | <p>Demonstrates specific tactical/performance awareness as an individual and team member.</p>         | <p>Able to perform routines and a range of skills seamlessly.</p>  | <p>Knows what they need to do to improve and what others need to do to improve their performance.</p>  | <p>Demonstrates specific tactical/performance awareness as an individual and team member.</p>  |



# Dance

Years 3 & 4 Dance Themes: Around the World, Egyptians, Romans, Space, Vikings



Themes: Around the World, Egyptians, Romans, Space, Vikings

|  | Week 1  | Week 2  | Week 3   | Week 4   | Week 5   | Week 6  |
|--|---|---|--|--|--|---|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Develop a motif demonstrating some agility, balance, co-ordination and precision</p>                                     | <p>Creatively change static actions into travelling movements</p> <p>Show different levels and pathways when I travel</p> | <p>Communicate effectively with a partner</p>                      | <p>Communicate effectively within a group</p>  | <p>Communicate effectively within a group</p> <p>Improve our ideas</p>   | <p>Evaluate the work of other's using accurate technical language</p> |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>How to contribute key words to a theme related mind map</p> <p>How to translate words/ideas into actions and combine</p> | <p>How to translate theme related actions into travelling movements</p>   | <p>How to translate images into actions to communicate meaning</p> | <p>How to listen to other's and share my own ideas.</p> <p>How to translate words from a poem into movements</p> | <p>How to use canon, formation changes, direction and level to improve our ideas</p> <p>How to listen to other people's ideas and vocalise my own thoughts</p> | <p>How to recognise good timing, execution and performance skills</p> |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Demonstrates agility, balance, coordination and precision</p>  | <p>Will vocalise opinions across different areas of the curriculum</p>  | <p>Communicate effectively and listens to others</p>               | <p>Work well with others in a range of contexts</p>  | <p>Reflect and recognise success in self and others</p>  | <p>Able to comment constructively on the work of others</p>           |

# Dance

Years 5 & 6 Dance Themes: British Values; Dance through the ages; The Haka; The Victorians; World War 2



Theme: British Values; Dance through the ages; The Haka; The Victorians; World War 2

|  | Week 1   | Week 2  | Week 3   | Week 4  | Week 5   | Week 6  |
|--|--|---|--|---|--|---|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Develop a motif demonstrating some agility, balance, co-ordination and precision</p>  | <p>Creatively change static actions into travelling movements</p> <p>Show different levels and pathways when I travel</p> | <p>Communicate effectively with a partner</p>  | <p>Communicate effectively within a group</p>                                 | <p>Communicate effectively within a group</p> <p>Improve our ideas</p>   | <p>Evaluate the work of other's using accurate technical language</p>                                   |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>How to contribute key words to a theme related mind map</p> <p>How to translate words/ideas into actions and combine together</p> | <p>How to translate theme related actions into travelling movements</p>   | <p>How to translate images into actions to communicate meaning</p>                               | <p>How to use chance choreography to create a sequence</p>                    | <p>How to use canon, formation changes, direction and level to improve our ideas</p> <p>How to listen to other people's ideas and vocalise my own thoughts</p> | <p>How to recognise good timing, execution and performance skills</p>                                   |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Moves fluently and can performs a wide range of skills confidently and competently</p>  | <p>Thinks creatively to find solutions to challenges across different areas of the curriculum</p>                         | <p>Able to work constructively, irrespective of who they are working with or the area of PE.</p> | <p>Listens actively, respects the opinion of others and contributes ideas</p> | <p>Knows what they need to do to improve and what others need to do to improve their performance.</p>  | <p>Evaluates the work of others using technical language including setting targets for improvement.</p> |

# Danish Long ball

## Year 5 & 6 Danish Long ball



In this unit children use their throwing and catching skills to play games where they look to use their strengths and identify their opponent's weaknesses. The game calls for accurate throwing, good dodging and excellent decision making under pressure.

|  | Week 1  | Week 2  | Week 3   | Week 4  | Week 5   | Week 6  |
|--|---|---|--|---|--|---|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Throw with accuracy at a still target.</p> <p>Work with and against others cooperatively</p> | <p>Pick up a ball on the run using one hand or two hands as appropriate.</p> <p>Act decisively under pressure</p> | <p>Send and receive whilst on the move.</p> <p>Make good decisions in the heat of a game</p>                   | <p>Disguise my throws</p> <p>Intercept a ball</p>   | <p>Track an opponent's run</p> <p>Make increasingly good decisions when working under pressure</p> | <p>Make good decisions under pressure</p> <p>Work effectively as part of a team in a competitive situation</p>  |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>What position I need to get into to throw well</p>   | <p>The importance of anticipation in sport and reading others' body language.</p>                                 | <p>To call my name if taking responsibility for a high catch.</p> <p>To play with composure under pressure</p> | <p>The importance of reading a game and anticipating</p> <p>How to find space and be aware of others.</p> | <p>That having too many people shouting instructions can confuse people</p>                        | <p>To demonstrate the school games values of passion, self-belief, respect, honesty, determination and teamwork.</p> <p>The importance of great communication</p> |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Reads the play; and shows tactical awareness when performing across the curriculum.</p>      | <p>Able to work constructively, irrespective of who they are working with or the area of PE.</p>                  | <p>Demonstrates specific tactical/performance awareness as an individual and team member.</p>                  | <p>Reads the play; and shows tactical awareness when performing across the curriculum.</p>                | <p>Able to work constructively, irrespective of who they are working with or the area of PE.</p>   | <p>Demonstrates specific tactical/performance awareness as an individual and team member.</p>   |

# Dodgeball

## Year 3 & 4 Dodgeball



A net wall unit, this combines skills of throwing, evading and catching whilst developing tactical awareness decision making under pressure.

|  | Week 1   | Week 2  | Week 3   | Week 4   | Week 5   | Week 6   |
|--|--|---|--|--|--|--|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Throw overarm powerfully and accurately.</p> <p>Keep my eye on the opposition at all times.</p>                           | <p>Keep my eye on the opposition at all times.</p> <p>Time when to move to the net to throw</p> | <p>Catch to bring teammates back into the game.</p> <p>Judge which balls to try and catch and which to dodge</p> | <p>Show good peripheral awareness.</p> <p>Adapt to different rules quickly.</p>          | <p>Attack decisively</p> <p>Defend skilfully</p> <p>Work alongside others to agree tactics</p> | <p>Make good decisions at crucial times of games</p> <p>Compete with passion, self-belief, respect, honesty, determination and teamwork.</p> |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>To aim low and throw down to make it harder for the other team to catch me.</p> <p>When to attack and when to defend.</p> | <p>To keep on the move to make myself more difficult to hit.</p>                                | <p>The consequences of dropping an attempted catch.</p>  | <p>How to evaluate and improve the performance of my team</p>                            | <p>The rules of different versions of dodgeball.</p>   | <p>That tactics need to be decided on as a team</p>  |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Understands how to work alongside and against others when attacking and defending</p>                                     | <p>Work well with others in a range of contexts.</p>  | <p>Demonstrate understanding and interpretation of the rules and accepts decisions given.</p>                    | <p>Understands how to work alongside and against others when attacking and defending</p> | <p>Work well with others in a range of contexts.</p>   | <p>Demonstrate understanding and interpretation of the rules and accepts decisions given.</p>  |

# Dodgeball

## Year 5 & 6 Dodgeball



Children develop their understanding of when and how to attack and defend in this unit and their awareness of their own strengths and that of their opponents.

|  | Week 1  | Week 2   | Week 3  | Week 4  | Week 5  | Week 6  |
|--|---|--|---|---|---|---|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Throw hard and low at my opponents.</p> <p>I can dodge to evade the ball.</p> <p>I can catch balls to get teammates back in the game</p> | <p>Dodge balls well that are thrown at me</p> <p>Throw with increasing power and at a low trajectory</p> | <p>Catching balls low down and thrown at pace at me</p>   | <p>Use a ball to block incoming fire.</p> <p>Play adapted games with special rules</p>                                    | <p>Play, abiding by the rules.</p> <p>Work as a group to come up with some tactics.</p> | <p>Choose the right moment to attack and defend.</p> <p>Compete against others effectively.</p>   |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>To aim low to get an opponent out</p> <p>Not to turn my back on the other team.</p>  | <p>That by moving around I make myself more difficult to hit</p>   | <p>That if I drop an attempted catch I am out.</p> <p>When it is wise to attempt to catch the ball and when to dodge.</p> | <p>That I need to work as part of a team.</p> <p>What I need to do when my team is down to the last couple of players</p> | <p>The agreed rules of the game and can officiate if asked.</p>                         | <p>What my own strengths are and where I can improve.</p> <p>Who to target on the opposition and what tactics might be best deployed.</p> |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Knows when to attack and when to defend and puts the needs of the team first</p>   | <p>Listens actively, respects the opinion of others and contributes ideas</p>                            | <p>Able to play within rules and to resolve any disputes appropriately without adult intervention</p>                     | <p>Knows when to attack and when to defend and puts the needs of the team first</p>                                       | <p>Listens actively, respects the opinion of others and contributes ideas</p>           | <p>Able to play within rules and to resolve any disputes appropriately without adult intervention</p>                                     |

# Flag Football

## Year 3 & 4 Flag Football



In this unit children learn how to send and receive, They learn how to run different lines and the importance of planning and communicating their attacks as a team.

|  | Week 1  | Week 2   | Week 3   | Week 4  | Week 5  | Week 6   |
|--|---|--|--|---|---|--|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Tag opponents</p> <p>Dodge off both feet to evade opponents</p> <p>Track an opponent</p> | <p>Grip a ball correctly.</p> <p>Send the ball accurately using a javelin pass</p>   | <p>Perform a snap centre-quarterback exchange</p> <p>Grab opponent's tags consistently as they try to attack</p> | <p>Receive a ball whilst on the move.</p> <p>Run lines of attack</p>  | <p>Run different types of lines and receive a ball whilst on the run.</p> <p>Play a modified game of the full game of Flag Football</p> | <p>Defend zonally or man to man</p> <p>Play a game by the rules of Flag Football</p>                       |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>To get sideways on when defending</p>  | <p>To be in a good ready position and to move quickly to receive the ball.</p> <p>That attacking and defending are both crucial to a team's success.</p> | <p>To run hard to commit defenders.</p>  | <p>To communicate with my quarter back before I run a line.</p> <p>What players in different positions do</p> | <p>Different types of line that I can run.</p> <p>What the line of scrimmage is.</p> <p>What a 'down' and 'snap' are</p>                | <p>The school games values and the importance of demonstrating them</p> <p>Different ways of defending</p> |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Understands how to work alongside and against others when attacking and defending</p>    | <p>Communicates effectively and listens to others</p>  | <p>Applies skills effectively in different situations and within a range of physical activities</p>              | <p>Understands how to work alongside and against others when attacking and defending</p>                      | <p>Communicates effectively and listens to others</p>   | <p>Applies skills effectively in different situations and within a range of physical activities</p>        |

# Flag Football

## Year 5 & 6 Flag Football



In this unit children learn how to defend in different ways and how to develop cohesive strategies in attack and defence.

|  | Week 1   | Week 2   | Week 3   | Week 4  | Week 5   | Week 6   |
|--|--|--|--|---|--|--|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Send the ball accurately using a javelin pass.</p> <p>Pass and move to a new space</p>                | <p>Grab an opponent's tags consistently as they try to attack.</p> <p>Carry out a basic and an advanced snap</p> | <p>Receive a hand off securely.</p> <p>Evade others by stepping off both feet</p>                    | <p>Throw overarm with accuracy</p> <p>Run lines of attack</p>                       | <p>Run different types of lines.</p> <p>Receive a ball whilst on the run.</p> <p>Plan an attacking strategy</p>                          | <p>Play man to man and zonal defence.</p> <p>Work with others to adopt a defensive strategy</p>      |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>How to grip the ball</p> <p>To be in a good 'ready position' to move quickly and receive the ball</p> | <p>How to perform a snap centre-quarter-back exchange</p>  | <p>To create 'a pocket' when playing as running back and taking the ball from the quarter back</p>   | <p>What the functions of some of the positions are.</p>                             | <p>What the different positions involve.</p> <p>That I need to contribute to working out some attacking strategies with my teammates</p> | <p>What the line of scrimmage is.</p> <p>What the different pitch markings mean</p>                  |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Knows when to attack and when to defend and puts the needs of the team first</p>                      | <p>Able to work constructively, irrespective of who they are working with or the area of PE.</p>                 | <p>Has a range of physical, social and cognitive skills which they utilise across the curriculum</p> | <p>Knows when to attack and when to defend and puts the needs of the team first</p> | <p>Able to work constructively, irrespective of who they are working with or the area of PE.</p>   | <p>Has a range of physical, social and cognitive skills which they utilise across the curriculum</p> |

# Football

## Year 3 & 4 Football



In this unit children learn how to manipulate a ball and send and receive it. They learn how to defend against an attacker and how to work collaboratively in attack and defence.

|  | Week 1   | Week 2  | Week 3  | Week 4  | Week 5  | Week 6  |
|--|--|---|---|---|---|---|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Trap a ball and cushion it when receiving.</p> <p>Pass the ball accurately</p>  | <p>Dribble a ball using both feet and manipulate it using different parts of the foot</p> <p>Shield a ball from an opponent.</p>  | <p>Turn confidently with a football.</p> <p>Play a small game and demonstrate my turns.</p>   | <p>Make good decisions when in possession</p> <p>Use a numerical advantage by overloading, overlapping and underlapping</p> | <p>Defend well, watching the ball, jockeying to await the moment to pounce and being decisive.</p> <p>Focus and retain my concentration when the ball isn't in my area of the pitch</p> | <p>Show the skills and knowledge you have developed in a competitive environment.</p> <p>Get into sideways positions when receiving the ball.</p>                                     |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>To be on the balls of my feet when waiting to receive a pass.</p> <p>To move into space after passing.</p> <p>To use the inside of my foot to send when passing over short distances.</p> | <p>How to position my body in relation to the ball and my opponent when shielding.</p> <p>Why it's important to take touches with different parts of the foot when dribbling.</p> | <p>To get the ball out wide and use the full width of the pitch</p> <p>Which might be the best turn to use in certain circumstances</p> | <p>How to defend against someone when in a 1v1 situation.</p> <p>When to overlap and underlap</p>                           | <p>That the team needs to be balanced and that means sometimes playing in a position which isn't my favourite.</p> <p>To pass and move into space</p>                                   | <p>The importance as a defender of getting into a sideways position where they can see the football and their opponent.</p> <p>To always be planning ahead when out of possession</p> |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Links skills to perform actions and sequences of movement</p>   | <p>Is comfortable in the role of leader and shows some ability to inspire others</p>  | <p>Demonstrate understanding and interpretation of rules and accept decisions given</p>   | <p>Links skills to perform actions and sequences of movement</p>  | <p>Is comfortable in the role of leader and shows some ability to inspire others</p>  | <p>Demonstrate understanding and interpretation of rules and accept decisions given</p>   |



# Football

## Year 5 & 6 Football



In this unit children recap some of the fundamental skills and work on their decision making and how to use attacking and defending principles in game situations.

|  | Week 1   | Week 2   | Week 3   | Week 4  | Week 5   | Week 6  |
|--|--|--|--|---|--|---|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Demonstrate skill and close control.</p> <p>Pass the ball and move into space</p>                     | <p>Combine skills to allow my team to retain possession.</p> <p>Dribble at different tempos</p>    | <p>Identify which shooting technique to use to be successful.</p> <p>Keep the ball moving when running at an opponent</p>  | <p>Communicate well with my teammates.</p> <p>I can defend thoughtfully, slowing attackers down and not overcommitting too soon</p> | <p>Combine skills to create a goal scoring opportunity.</p> <p>Make the most of having any extra player/s on my team</p> | <p>Cooperate, communicate and collaborate with others to achieve shared goals. Officiate if given the chance.</p> <p>Play competitive games and control my emotions</p> |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>To move to space after passing.</p> <p>To anticipate that the ball might come to me at any moment</p> | <p>How to get free from a defender.</p> <p>To dribble with the ball close to me and my head up</p> | <p>To run at pace when trying to dribble past a defender.</p> <p>When defending how to make it harder for the attacker</p> | <p>The skills required to be able to defend well against an opponent</p>  | <p>What an overload, overlap and underlap are.</p> <p>The importance of concentration and discipline when defending</p>  | <p>The rules of the game</p> <p>To demonstrate the school games values of passion, self-belief, respect, honesty, determination and teamwork.</p>                       |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Able to perform routines and a range of skills seamlessly.</p>  | <p>Demonstrates a range of leadership skills and is happy to take the initiative</p>               | <p>Able to play within rules and to resolve any disputes appropriately without adult intervention</p>                      | <p>Able to perform routines and a range of skills seamlessly.</p>   | <p>Demonstrates a range of leadership skills and is happy to take the initiative</p>                                     | <p>Able to play within rules and to resolve any disputes appropriately without adult intervention</p>   |



## Linking movements together

|                                     | Week 1   | Week 2   | Week 3  | Week 4   | Week 5   | Week 6   |
|-------------------------------------|--|--|---|--|--|--|
| <p>SKILLS</p> <p>I can.....</p>     | <p>Step gracefully and with control</p> <p>Turn through 90, 180, 270 and 360 degrees</p> <p>Spin on points and patches</p> | <p>Hold balances with good control</p> <p>Find ways of moving out of one balance and into another</p>      | <p>Show different graceful ways of getting from floor to ground and vice versa</p> <p>Link high and low moves</p> | <p>Explore a variety of rolls</p> <p>Create a sequence of rolls and balances</p>                                     | <p>Travel on patches close to the ground</p> <p>Perform with work at contrasting levels.</p>   | <p>Perform a range of gymnastic movements at my own level</p> <p>Link movements seamlessly.</p>  |
| <p>KNOWLEDGE</p> <p>I know.....</p> | <p>The difference between a point and a patch</p> <p>To spin with control</p>  | <p>The importance of working at different levels</p> <p>How to move from one shape to another smoothly</p> | <p>The importance of contrasts in my work</p> <p>How to perform symmetrically and asymmetrically.</p>             | <p>How to use the space available to the best of my ability</p> <p>The importance of control in everything I do.</p> | <p>The importance of a good starting position and finishing position.</p> <p>To move with control with good quality transitions between movements.</p> | <p>The importance of up levelling my work and acting upon feedback</p> <p>My own ability and choose to perform moves which are within my limitations</p> |
| <p>ASSESSMENT</p> <p>I can...</p>   | <p>Demonstrates agility, balance, coordination and precision.</p>  | <p>Able to comment constructively on the work of others</p>  | <p>Is confident and joins in all areas of PE eagerly</p>  | <p>Demonstrates agility, balance, coordination and precision.</p>  | <p>Able to comment constructively on the work of others</p>  | <p>Is confident and joins in all areas of PE eagerly</p>   |



## Receiving body weight

|                                     | Week 1   | Week 2   | Week 3  | Week 4   | Week 5  | Week 6   |
|-------------------------------------|--|--|---|--|---|--|
| <p>SKILLS</p> <p>I can.....</p>     | <p>Take weight on patches.</p> <p>Create asymmetrical and symmetrical shapes in balances on patches</p>        | <p>Take body weight on my back and shoulders both in balance and in motion.</p> <p>Perform in front of my peers with physical confidence</p> | <p>Take weight on my hands as part of a sequence of moves</p> <p>Go into inversion</p>        | <p>Take my weight on my back, bottom and shoulders both in balance and in motion</p> | <p>Perform shoulder and teddy bear rolls</p> <p>Take my weight on my back, bottom and shoulders both in balance and in motion</p> | <p>Perform with control &amp; a range of dynamics</p> <p>Receive, &amp; hold my own body weight through a variety of points &amp; patches, both in balance and in motion</p> |
| <p>KNOWLEDGE</p> <p>I know.....</p> | <p>The difference between symmetrical and asymmetrical work.</p> <p>The importance of clarity in my shapes</p> | <p>What inversion is</p> <p>How to feedback constructively to a partner</p>  | <p>How to perform a cartwheel</p> <p>A variety of moves where I can take weight on hands.</p> | <p>The importance of good timing and control in my movements</p>                     | <p>The technique for rolling safely on my shoulders and in a teddy bear roll</p> <p>How to travel like a spider</p>               | <p>What points and patches are</p> <p>Share the apparatus space with others</p>  |
| <p>ASSESSMENT</p> <p>I can...</p>   | <p>Demonstrates agility, balance, coordination and precision.</p>  | <p>Able to comment constructively on the work of others</p>  | <p>Is confident and joins in all areas of PE eagerly</p>                                      | <p>Demonstrates agility, balance, coordination and precision.</p>                    | <p>Able to comment constructively on the work of others</p>   | <p>Is confident and joins in all areas of PE eagerly</p>   |



## Symmetry &amp; asymmetry (partners)

|                                     | Week 1  | Week 2  | Week 3   | Week 4   | Week 5   | Week 6  |
|-------------------------------------|---|---|--|--|--|---|
| <p>SKILLS</p> <p>I can.....</p>     | <p>Create a sequence using different spins on patches.</p> <p>Perform with smooth transitions</p> | <p>Create a sequence of spins on points at different levels and with smooth transitions</p> | <p>Spin symmetrically and asymmetrically on points and patches</p> <p>Work at different levels</p>                         | <p>Forward roll</p> <p>Perform a series of symmetrical and asymmetrical rolls with a partner</p>     | <p>Work in different formations</p> <p>Perform in unison with others</p> | <p>Create a sequence using a range of symmetrical and asymmetrical gymnastic moves</p> <p>Alternate between performing symmetrically and asymmetrically</p> |
| <p>KNOWLEDGE</p> <p>I know.....</p> | <p>How to use feedback to improve my sequencing work</p>  | <p>The importance of working with control and good transitions between movements.</p>       | <p>What symmetrical and asymmetrical shapes look like.</p> <p>The importance of clear starting and finishing positions</p> | <p>How to work constructively with a partner</p> <p>Different ways of performing with a partner.</p> | <p>How to work in time with a partner</p>                                | <p>How to listen to peer assessment and use the comments to up level my work.</p>   |
| <p>ASSESSMENT</p> <p>I can...</p>   | <p>Demonstrates agility, balance, coordination and precision</p>                                  | <p>Able to comment constructively on the work of others</p>                                 | <p>Is confident and joins in all areas of PE eagerly</p>   | <p>Demonstrates agility, balance, coordination and precision</p>                                     | <p>Able to comment constructively on the work of others</p>              | <p>Is confident and joins in all areas of PE eagerly</p>  |



## Arching and bridges

|                                     | Week 1   | Week 2  | Week 3   | Week 4  | Week 5  | Week 6   |
|-------------------------------------|--|---|--|---|---|--|
| <p>SKILLS</p> <p>I can.....</p>     | <p>Support my body weight on my hands and feet only</p> <p>Spin from one means of support to another</p> | <p>Spin and take my weight in my hands</p> <p>Perform sequences using front and back asymmetrical supports and symmetrical spinning</p> | <p>Create sequences involving different controlled rolls and front and back supports</p> | <p>Create sequences, moving seamlessly from front and back supports to other balances</p> <p>Form different shapes with my legs whilst in shoulder balances</p> | <p>Work in different formations within a sequence</p> <p>Perform in unison to a set count</p> | <p>Work in a pair</p> <p>Create a sequence of front and back supports which involve working under and over</p> |
| <p>KNOWLEDGE</p> <p>I know.....</p> | <p>What points and patches are</p> <p>The importance of control in my movements</p>                      | <p>To use the floor space imaginatively as well as the apparatus</p> <p>To change direction and the level I am working at</p>           | <p>To use feedback to up level my work</p>   | <p>Different ways of supporting myself in shoulder balances</p>   | <p>How to work in tandem with a partner in different ways</p>                                 | <p>What the School Games Values are, and the importance of applying them.</p>                                  |
| <p>ASSESSMENT</p> <p>I can...</p>   | <p>Performs with control making good decisions as they go</p>  | <p>Able to comment constructively on the work of others</p>   | <p>Is confident and joins in all areas of PE eagerly</p>                                 | <p>Performs with control making good decisions as they go</p>   | <p>Able to comment constructively on the work of others</p>                                   | <p>Is confident and joins in all areas of PE eagerly</p>   |



## Partner work - Pushing and pulling

|                                     | Week 1   | Week 2  | Week 3  | Week 4   | Week 5   | Week 6  |
|-------------------------------------|--|---|---|--|--|---|
| <p>SKILLS</p> <p>I can.....</p>     | <p>Balance on different points and patches</p> <p>Match a partner's moves in synchrony</p> | <p>Compose a sequence with a partner</p> <p>Perform elements of my sequence in contrast to a partner</p>  | <p>Match my partner's asymmetrical balances</p> <p>Work with contrasting dynamics to my partner</p> | <p>Work alongside a partner to produce our best work</p> <p>Create a sequence involving matching and contrasts</p> | <p>Work in a group</p> <p>Help to compose and then perform a sequence with contrasting and matching shapes and moves</p> | <p>Work at contrasting levels.</p> <p>Perform in unison and canon</p>         |
| <p>KNOWLEDGE</p> <p>I know.....</p> | <p>What a point of contact is.</p>   | <p>What a contrast is</p> <p>Know how to contrast in terms of working at different levels; in different directions; in different pathways and at different speeds</p> | <p>How to work with a partner and perform in unison</p> <p>How to act upon feedback from others</p> | <p>How to move from the same position to a contrasting one to my partner and then back to the same</p>             | <p>How to communicate and negotiate with others when composing.</p>  | <p>What the School Games Values are, and the importance of applying them.</p> |
| <p>ASSESSMENT</p> <p>I can...</p>   | <p>Performs with control making good decisions as they go</p>                              | <p>Able to comment constructively on the work of others</p>   | <p>Is confident and joins in all areas of PE eagerly</p>  | <p>Performs with control making good decisions as they go</p>  | <p>Able to comment constructively on the work of others</p>  | <p>Is confident and joins in all areas of PE eagerly</p>                      |



## Rolling &amp; travelling low

|  | Week 1   | Week 2  | Week 3  | Week 4   | Week 5  | Week 6  |
|--|--|---|---|--|---|---|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Forward roll with good technique and control</p> <p>Perform a forward roll as part of a sequence of rolls</p> | <p>Link forward rolls into a rolling sequence seamlessly</p> <p>Roll along benches, nesting tables, round tables or horses or even bars on the climbing frame</p> | <p>Roll backwards and come to standing without knees touching the mat</p> <p>Roll backwards into straddle</p> | <p>Create a sequence involving a variety of rolls</p> <p>Roll over a partner</p> | <p>Mirror a partner's rolls with good timing</p> <p>Act on feedback from others</p> | <p>Produce a sequence of rolls which show elements of unison, canon and mirroring</p> |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>How to perform a forward roll safely.</p>   | <p>How to adjust my hands when rolling along or over apparatus</p>  | <p>The correct technique for rolling backwards.</p>   | <p>How to roll over a partner safely.</p>  | <p>How to mirror a partner on the apparatus</p>                                     | <p>How to present myself when performing for others</p>                               |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Performs with control making good decisions as they go</p>  | <p>Able to comment constructively on the work of others</p>   | <p>Is confident and joins in all areas of PE eagerly</p>  | <p>Performs with control making good decisions as they go</p>                    | <p>Able to comment constructively on the work of others</p>                         | <p>Is confident and joins in all areas of PE eagerly</p>                              |



## Matching, mirroring and contrast

|                                     | Week 1  | Week 2  | Week 3   | Week 4  | Week 5  | Week 6   |
|-------------------------------------|---|---|--|---|---|--|
| <p>SKILLS</p> <p>I can.....</p>     | <p>Perform matching moves with a partner within a sequence. Hold balances on different numbers of points of contact</p> | <p>Control an Arabesque</p> <p>Contrast my partner's moves so that we work at different levels and in different pathways.</p> | <p>Perform a sequence mirroring a partner's symmetrical and asymmetrical shapes?</p> | <p>Perform a sequence with a partner which moves from matching moves to contrasting</p> | <p>Work as a group to demonstrate fluent routines involving mirroring and contrasts</p>                 | <p>Perform elements of unison and canon in a group routine</p> |
| <p>KNOWLEDGE</p> <p>I know.....</p> | <p>Some interesting ways of transitioning from one move to another.</p>   | <p>How to perform an Arabesque</p> <p>To use gymnastic terminology in my feedback</p>   | <p>How to mirror, and in unison with my partner.</p>                                 | <p>The importance of timing and how to ensure I work in synchrony with my partner.</p>  | <p>How to communicate and negotiate to agree a sequence as a group</p>                                  | <p>How to perform effectively in canon</p>                     |
| <p>ASSESSMENT</p> <p>I can...</p>   | <p>Able to perform routines and a range of skills seamlessly.</p>   | <p>Evaluates the work of others using technical language including setting targets for improvement.</p>                       | <p>Enjoy competing and challenging myself to improve</p>                             | <p>Able to perform routines and a range of skills seamlessly.</p>                       | <p>Evaluates the work of others using technical language including setting targets for improvement.</p> | <p>Enjoy competing and challenging myself to improve</p>       |





## Partner work - under and over

|                                     | Week 1   | Week 2  | Week 3   | Week 4  | Week 5  | Week 6  |
|-------------------------------------|--|---|--|---|---|---|
| <p>SKILLS</p> <p>I can.....</p>     | Roll over my partner who is in a long pencil shape   | <p>Form strong arches and bridges</p> <p>Create a sequence with a partner involving supporting body weight on front and back.</p> | <p>Leapfrog others safely</p> <p>Create opportunities for others to travel over and under me</p> | <p>Work with a partner to travel over and under on both floor and benches.</p> <p>Travel in lots of interesting ways over benches creating fluent and controlled sequence</p> | <p>Travel over a partner by taking weight on my hands</p> <p>Spin from a front to a back support over my partner who is in a pencil shape</p> | <p>Work over and under on the floor and apparatus</p> <p>Perform with good technique and seamless transitions</p> |
| <p>KNOWLEDGE</p> <p>I know.....</p> | That I need to get some momentum through my forward and backward rolls to be able to get back to my feet | What an arch and bridge are   | How to leapfrog safely   | How to vary the speed of my movements to demonstrate contrast   | How to refine sequences ensuring real quality in my work  | How to perform to an audience   |
| <p>ASSESSMENT</p> <p>I can...</p>   | Able to perform routines and a range of skills seamlessly.   | Evaluates the work of others using technical language including setting targets for improvement.                                  | Enjoys competing and challenging him/herself to improve across all areas.                        | Able to perform routines and a range of skills seamlessly.  | Evaluates the work of others using technical language including setting targets for improvement.  | Enjoys competing and challenging him/herself to improve across all areas.   |



## Synchronisation &amp; canon

|                                     | Week 1  | Week 2  | Week 3   | Week 4   | Week 5  | Week 6  |
|-------------------------------------|---|---|--|--|---|---|
| <p>SKILLS</p> <p>I can.....</p>     | <p>Slide, scramble, push and spin</p> <p>Work with a partner to create a sequence</p> | <p>Perform in canon to a consistent tempo so that my sequence flows</p>                                 | <p>Create a sequence working at different levels and with different dynamics</p> | <p>Perform balances on patches and in unison and rolls in canon</p> <p>Work symmetrically and asymmetrically</p> | <p>Perform in a group demonstrating different dynamics- changes of level, speed and direction</p>       | <p>Perform a routine as a group displaying canon and unison</p> <p>Work in different pathways with my group</p> |
| <p>KNOWLEDGE</p> <p>I know.....</p> | <p>How to use feedback to up level my work.</p>                                       | <p>How to coordinate my moves in time with my partner</p>   | <p>What counter tension balances are</p>   | <p>What unison and canon are.</p> <p>How to work in symmetry and asymmetrically.</p>                             | <p>How to work cooperatively and collaboratively with others.</p>                                       | <p>How to perform to an audience</p>  |
| <p>ASSESSMENT</p> <p>I can...</p>   | <p>Able to perform routines and a range of skills seamlessly.</p>                     | <p>Evaluates the work of others using technical language including setting targets for improvement.</p> | <p>Enjoys competing and challenging him/herself to improve across all areas.</p> | <p>Able to perform routines and a range of skills seamlessly.</p>  | <p>Evaluates the work of others using technical language including setting targets for improvement.</p> | <p>Enjoys competing and challenging him/herself to improve across all areas.</p>                                |



Flight - Children learn how to jump in different ways and perform shapes in flight which are varied and aesthetically pleasing.

|                                     | Week 1   | Week 2  | Week 3  | Week 4   | Week 5   | Week 6  |
|-------------------------------------|--|---|---|--|--|---|
| <p>SKILLS</p> <p>I can.....</p>     | <p>Take off from one foot and two feet</p> <p>Gain elevation from a powerful run and dynamic take off.</p> | <p>Take off from one foot and two.</p> <p>Create shapes whilst in flight.</p>                           | <p>Land with soft knees and in a strong symmetrical position.</p> <p>Share space and apparatus safely with others</p> | <p>Mount and dismount the apparatus safely in imaginative ways.</p> <p>Leapfrog.</p> | <p>Perform jumps gracefully</p> <p>Perform a range of interesting jumps</p>  | <p>Explore different levels in my sequences to include flight and travelling close to the ground.</p> <p>Work to create a sequence as a group</p> |
| <p>KNOWLEDGE</p> <p>I know.....</p> | <p>How to land safely.</p> <p>A variety of shapes in the air.</p>  | <p>How to use apparatus as part of my jumping.</p> <p>How to make my jumps aesthetically pleasing</p>   | <p>To take off one foot and then spring from two into flight.</p> <p>What safe mounts and dismounts look like.</p>    | <p>How to mount and dismount the apparatus safely.</p> <p>How to leapfrog safely</p> | <p>Different ways of linking movements and jumps.</p> <p>How to use different pathways within my flight sequences.</p> | <p>What canon and unison are.</p> <p>The importance of timing when performing as a group</p>  |
| <p>ASSESSMENT</p> <p>I can...</p>   | <p>Able to perform routines and a range of skills seamlessly.</p>  | <p>Evaluates the work of others using technical language including setting targets for improvement.</p> | <p>Enjoys competing and challenging him/herself to improve across all areas.</p>                                      | <p>Able to perform routines and a range of skills seamlessly.</p>                    | <p>Evaluates the work of others using technical language including setting targets for improvement.</p>                | <p>Enjoys competing and challenging him/herself to improve across all areas.</p>  |



Group sequencing. Children work using different choreographic styles to formulate work which is aesthetically pleasing

|  | Week 1   | Week 2   | Week 3   | Week 4   | Week 5   | Week 6  |
|--|--|--|--|--|--|---|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Work in a group of 4 to create a sequence of rolls.</p> <p>Perform in unison.</p> <p>Work as part of a team to create sequence where starting &amp; finishing points are clearly defined.</p> | <p>Work in a group of 6 to create a sequence involving different formations and pathways.</p> <p>Work as part of a team to create a sequence involving flight.</p> | <p>Create a sequence working at different levels and with different dynamics.</p> <p>Spin on a variety of points and patches</p> | <p>Take weight on my hands in different ways</p> <p>Travel on different body parts</p> | <p>Perform a sequence as a group with changes in direction, level and speed.</p> <p>Create sequences with pathways that cross.</p> | <p>Mirror asymmetrical body shapes within a group.</p> <p>Time my moves within a group sequence</p> |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>What unison is</p> <p>How to transition from one roll to another.</p>   | <p>How to jump safely</p> <p>How to mount and dismount apparatus safely</p>  | <p>What points and patches are.</p> <p>What mirroring, canon and unison are.</p>   | <p>How to change the dynamics within a sequence</p>                                    | <p>How to adapt a floor sequence to make it work on the apparatus</p>  | <p>How to perform in front of an audience</p>   |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Able to perform routines and a range of skills seamlessly.</p>  | <p>Evaluates the work of others using technical language including setting targets for improvement.</p>  | <p>Enjoys competing and challenging him/herself to improve across all areas.</p>   | <p>Able to perform routines and a range of skills seamlessly.</p>                      | <p>Evaluates the work of others using technical language including setting targets for improvement.</p>                            | <p>Enjoys competing and challenging him/herself to improve across all areas.</p>                    |



Counter balance and counter tension. Children use push and pull forces to create work a part of wider sequences

|  | Week 1  | Week 2  | Week 3   | Week 4  | Week 5   | Week 6   |
|--|---|---|--|---|--|--|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Hold controlled balances on a variety of points and patches on a given number of body parts.</p> <p>Create a sequence of moves in unison with a partner.</p> | <p>Evaluate the work of others.</p> <p>Hold a range of symmetrical&amp;asymmetrical counter balances.</p> <p>I can work at different levels with weight on a variety of points and patches.</p> | <p>Hold a range of symmetrical and asymmetrical counter balances.</p> <p>Roll as part of a balancing and rolling sequence</p> <p>Challenge myself to improve</p> | <p>Hold a range of symmetrical &amp; a balances counter balances with a partner.</p> <p>Use my own body weight in opposition to the apparatus.</p> <p>Link skills to perform actions and sequenc-</p> | <p>Perform a sequence in canon at different levels.</p> <p>Link asymmetrical counter tension balances and counter balances using transitional moves.</p> | <p>Work in a group.</p> <p>Perform asymmetrical counter balances in a sequence using canon or unison.</p> <p>Use the apparatus and/or pupils when balancing.</p> |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>How to links skills to perform actions and sequences of movement.</p> <p>What counter balancing is</p>   | <p>Technical language associated with gymnastics</p> <p>What push and pull forces are.</p>  | <p>How to use a range of dynamics to make my sequence aesthetically pleasing.</p> <p>How to peer assess</p> <p>A range of pathways</p>                           | <p>How to use a range of dynamics to make my sequence aesthetically pleasing.</p>   | <p>What the difference between counter tension and counter balance is.</p> <p>How to perform effectively in canon.</p>                                   | <p>How to use a combination of canon and unison in a group sequence.</p>   |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Able to perform routines and a range of skills seamlessly.</p>   | <p>Evaluates the work of others using technical language including setting targets for improvement.</p>   | <p>Enjoys competing and challenging him/herself to improve across all areas.</p>   | <p>Able to perform routines and a range of skills seamlessly.</p>   | <p>Evaluates the work of others using technical language including setting targets for improvement.</p>  | <p>Enjoys competing and challenging him/herself to improve across all areas.</p>   |

# Handball

## Year3 & 4 Handball



In this unit children learn how to bounce, dribble, pass and shoot. They learn how to play a game by the rules

|  | Week 1  | Week 2   | Week 3  | Week 4  | Week 5  | Week 6   |
|--|---|--|---|---|---|--|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Send accurately using a javelin style pass.</p> <p>Catch a handball on the run</p>                 | <p>Pass and receive the ball on the move</p> <p>Pass quickly under pressure</p>  | <p>Throw/shoot accurately using good overarm technique.</p>   | <p>Intercept passes</p> <p>Block a shot</p>   | <p>Participate purposefully in a small sided game</p> <p>Play to the rules of the game</p>                                    | <p>Show a wide range of skills</p> <p>Play in a variety of positions with equal proficiency</p> <p>Keep control of my emotions whilst playing a tournament</p> |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>To signal with my hands when I want to receive a pass.</p> <p>To move into space after passing</p> | <p>How to lose an opponent to get free</p> <p>If a player holds possession, they can take up to three steps before passing or shooting</p> | <p>That I can throw from the top of my jump and that shooting very low or very high is likely to be more successful</p> | <p>Why a goalkeeper comes off his/her line at times to force attackers to rush shots</p> <p>The rules of handball</p> | <p>That at times I need to turn my body sideways when attacking and defending so that I can see the ball and my opponents</p> | <p>The importance of demonstrating values of teamwork and sportsmanship.</p>   |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Understands how to work alongside and against others when attacking and defending</p>              | <p>Communicate effectively and listen to others</p>  | <p>Is confident and joins in all areas of PE eagerly</p>  | <p>Understands how to work alongside and against others when attacking and defending</p>                              | <p>Communicate effectively and listen to others</p>   | <p>Is confident and joins in all areas of PE eagerly</p>   |

# Handball

## Year 5 & 6 Handball



In this unit children learn to apply a wider range of skills and learn how to develop tactics in handball

|  | Week 1  | Week 2  | Week 3   | Week 4   | Week 5   | Week 6   |
|--|---|---|--|--|--|--|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Get into a good ready position to move quickly and receive the ball.</p> <p>I can send a ball accurately</p> <p>I can move into space, signal to receive and catch consistently well</p> | <p>Receive the ball side-ways on</p>  | <p>Passing quickly to catch out the opposition</p> <p>Pass and move to support the ball carrier.</p>         | <p>Anticipate the play.</p> <p>Shoot with power and accuracy.</p> <p>Pass out of the back of my hand</p> | <p>Think ahead and release the ball early when in possession</p> <p>Disguise passes and dummy pass</p>                             | <p>Apply a range of skills purposefully in a game.</p> <p>Demonstrate the school games values of passion, self-belief, respect, honesty, determination and teamwork.</p> |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>How to demonstrate non-verbally that I want to receive a pass</p> <p>To get sideways on when throwing over-arm</p>   | <p>Why turning side-ways-on is important when receiving a ball</p>                              | <p>What the court markings symbolise in handball</p> <p>How to work constructively as a member of a team</p> | <p>The basic rules of handball</p>   | <p>How to 'fake and go' and when to use it</p> <p>That I need to be aware of the positions of others when moving around court.</p> | <p>The rules of handball</p> <p>How to agree decisions as a group</p>  |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Knows when to attack and when to defend and puts the needs of the team first</p>   | <p>Able to work constructively, irrespective of who they are working with or the area of PE</p> | <p>Demonstrates specific tactical/performance awareness as an individual and team member</p>                 | <p>Knows when to attack and when to defend and puts the needs of the team first</p>                      | <p>Able to work constructively, irrespective of who they are working with or the area of PE.</p>                                   | <p>Demonstrates specific tactical/performance awareness as an individual and team member</p>   |

# Health Related Fitness

Year 3 & 4 HRF



In this unit we will develop a range of the components of fitness whilst developing in children an understanding of how we target specific elements of fitness and the importance of body preparation and cooling down after.

|  | Week 1  | Week 2  | Week 3  | Week 4  | Week 5   | Week 6   |
|--|---|---|---|---|--|--|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Warm up and cool down after exercise.</p> <p>Sustain my performance even when tiring</p>   | <p>Perform a variety of yoga poses.</p> <p>I can retain my focus and concentrate on the quality of my own work.</p> | <p>Demonstrate good core strength.</p> <p>Keep going even when my muscles are really fatiguing</p>  | <p>Jump dynamically</p> <p>Land safely</p>  | <p>Start and finish a sprint race with good technique.</p> <p>Demonstrate good sprinting technique</p>                   | <p>Refine my techniques.</p> <p>Improve on previous personal bests</p>       |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>What stamina is and how to sustain physical exertion over periods of time.</p> <p>How to adapt exercises to make them easier/ harder</p> | <p>What flexibility is and why it is important in life.</p> <p>Why relaxation is important</p>                      | <p>Why core strength and flexibility are important in almost every sport.</p> <p>A range of exercises that can help me develop my fitness</p> | <p>What plyometrics are and how practising them can benefit me in PE.</p> <p>What area of fitness plyometrics is developing</p> | <p>What different parts of my body should be doing when I am sprinting.</p> <p>How to start and finish a sprint race</p> | <p>Why it is important to cool down and stretch after vigorous exercise.</p> |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Warms up prior to exercise and is able to sustain performance over periods of time</p>   | <p>Reflective and able to recognise success in self and others.</p>   | <p>Enjoys competing / performing and thrives on showcasing their talents</p>  | <p>Warms up prior to exercise and is able to sustain performance over periods of time</p>                                       | <p>Reflective and able to recognise success in self and others.</p>  | <p>Enjoys competing / performing and thrives on showcasing their talents</p> |



# Health Related Fitness

Year 5 & 6 HRF



Children will learn how and why we warm up in different ways for different events. They will work on specific areas of fitness and get the opportunity to set up their own circuit challenges too

|  | Week 1  | Week 2  | Week 3   | Week 4   | Week 5  | Week 6  |
|--|---|---|--|--|---|---|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Sustain my pace when running.</p> <p>Motivate myself to do my best in a range of exercises</p>           | <p>Show determination and perseverance.</p> <p>Run for a period of time, maintaining a good pace</p>      | <p>Perform a variety of exercises demonstrating good technique</p> <p>Work with determination</p>  | <p>Perform exercises with control and good technique.</p> <p>Show a desire to improve on previous performances</p> | <p>Improve on previous performances.</p> <p>Prepare properly for exercise.</p>                                    | <p>Communicate and negotiate with others to agree what we are going to do as a group</p> <p>Work as part of a group to set up a circuit of exercises.</p> |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>The physical and mental benefits of regular exercise.</p> <p>Why flexibility is important.</p>           | <p>Why core strength is important in most sports.</p> <p>Why stamina is very important in some sports</p> | <p>How to develop all round strength for my body.</p> <p>Why relaxation and stretching is an important part of all athletes training</p> | <p>Why it is important to warm up prior to exercise.</p> <p>How drinking water can rehydrate the body</p>          | <p>What factors have contributed to any improvement in performance.</p> <p>How to measure elements of fitness</p> | <p>What exercises will develop core strength</p> <p>How to set up a circuit of exercises</p>  |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Can lead others in warming up, knows why it is important and can work actively across whole sessions</p> | <p>Knows what they need to do to improve and what others need to do to improve their performance.</p>     | <p>Enjoys competing and challenging him/herself to improve across all areas.</p>   | <p>Can lead others in warming up, knows why it is important and can work actively across whole sessions</p>        | <p>Knows what they need to do to improve and what others need to do to improve their performance.</p>             | <p>Enjoys competing and challenging him/herself to improve across all areas.</p>  |

# Hockey

## Year 3 & 4 Hockey



In this unit we learn how to grip the stick, of the importance of safety and of abiding by rules. Also we learn how to pass, receive and dribble in different ways and to put skills together in small games

|  | Week 1   | Week 2   | Week 3  | Week 4   | Week 5  | Week 6  |
|--|--|--|---|--|---|---|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Dribble a ball confidently.</p> <p>Stop a ball</p>                            | <p>Develop my dribbling technique</p> <p>Change direction easily</p>   | <p>Pass a ball accurately.</p> <p>Control a ball sent to me.</p>                                  | <p>Pass in a variety of ways using good technique.</p> <p>Receive a pass on the run.</p>   | <p>Perform a jab tackle</p> <p>Play advantage appropriately</p>             | <p>Compete in a hockey tournament?</p> <p>Work effectively as part of a team</p>                  |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>How to hold the stick and that everybody plays field hockey right handed.</p> | <p>The importance of good close control</p> <p>To put my body between the ball and my opponent when shielding it</p> | <p>The technique of push passing.</p> <p>Not to raise the stick above waist height</p>            | <p>The technique for push passing.</p> <p>To use a short and flat backswing, with the stick parallel to the ground when hitting a slap pass.</p> | <p>What to do if the ball hits someone's feet.</p> <p>How to jab tackle</p> | <p>How to make a plan before each game.</p> <p>The school games values</p>                        |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Demonstrate agility, balance, coordination and precision</p>                  | <p>Able to comment constructively on the work of others</p>  | <p>Apply skills effectively in different situations and within a range of physical activities</p> | <p>Demonstrate agility, balance, coordination and precision</p>  | <p>Able to comment constructively on the work of others</p>                 | <p>Apply skills effectively in different situations and within a range of physical activities</p> |

# Hockey

## Year 5 & 6 Hockey



In this unit the children will refine different dribbling, tackling, shielding, passing and receiving techniques. They will play games including games where one team has a numerical advantage and look to deepen their understanding of the principles of attack and defence

|  | Week 1   | Week 2   | Week 3   | Week 4   | Week 5  | Week 6  |
|--|--|--|--|--|---|---|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Hold the stick correctly.</p> <p>Dribble the ball with my head up.</p>  | <p>Indian dribble</p> <p>Push pass accurately.</p>   | <p>Jab tackle</p> <p>Send and receive under pressure</p> <p>Pass and move</p>                        | <p>Work with a partner to get past a defender.</p> <p>Develop a range of attacking skills and strategies</p> | <p>Develop my skills in different positions.</p> <p>Support my teammates by communicating with them</p>                                     | <p>Respect the rules of the game and decisions of my peers.</p> <p>Adapt tactics in a game if they are not working.</p> |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>If using Quick Sticks that everybody plays right handed.</p> <p>I can only use the flat side of the stick.</p> <p>That I can't lift the stick higher than my waist.</p> | <p>That I need to use the flat side of the stick only</p> <p>The technique for push passing</p> <p>How to receive a ball by cushioning its impact.</p> | <p>How to carry out a jab tackle</p> <p>That I need to move to space after passing.</p>              | <p>When to pass a ball and when to dribble.</p> <p>When defending, to close the space</p>                    | <p>To use the width of the pitch when attacking.</p> <p>How to play in a formation</p> <p>How to make the most of a numerical advantage</p> | <p>The rules of hockey and how to officiate a game.</p> <p>To demonstrate the school games' values</p>                  |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Moves fluently and can performs a wide range of skills confidently and competently</p>  | <p>Evaluates the work of others using technical language including setting targets for improvement.</p>  | <p>Has a range of physical, social and cognitive skills which they utilise across the curriculum</p> | <p>Moves fluently and can performs a wide range of skills confidently and competently</p>                    | <p>Evaluates the work of others using technical language including setting targets for improvement.</p>                                     | <p>Has a range of physical, social and cognitive skills which they utilise across the curriculum.</p>                   |

# Invasion Games 3

## Year 3 & 4 Invasion Game Skills



Children will learn different attacking and defending skills and strategies which are transferable across different sports.

|  | Week 1  | Week 2   | Week 3   | Week 4   | Week 5  | Week 6   |
|--|---|--|--|--|---|--|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Dodge</p> <p>Be aware of my environment and others</p>                 | <p>Get into good positions to receive a ball</p> <p>Pass and move into space</p> | <p>Shield a ball from an opponent</p> <p>Turn in different ways whilst in possession</p> | <p>Dribble with control and using both hands/ feet</p> <p>Deceive my opponents by feinting/ dummies/ giving the eyes</p> | <p>Close the space and then jockey awaiting for my opponent to lose control</p> <p>Force my opponent onto their weaker side</p>             | <p>Communicate with my fellow players to make sure everyone is in the right position and alert</p> |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>I know to travel with my head up.</p>                                  | <p>To signal for the ball with my hands so as not to alert defenders</p>         | <p>To get my body between my opponent and the ball</p>                                   | <p>How to dummy pass</p> <p>How to trick opponents by looking one way and then passing another</p>                       | <p>Close the space down quickly when defending</p> <p>The importance of keeping my eye on the ball and not player's feet when defending</p> | <p>The importance of clearing the danger in any way possible near my goal</p>                      |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Has a sense of anticipation; can find space and is aware of others</p> | <p>Communicate effectively and listens to others.</p>                            | <p>Demonstrate sporting values.</p>  | <p>Has a sense of anticipation; can find space and is aware of others</p>  | <p>Communicate effectively and listens to others.</p>   | <p>Demonstrate sporting values.</p>  |

# Invasion Games 4

## Year 5 & 6 Invasion Game Skills



Children will learn to use the width of the pitch when attacking and how to overload. They will learn to condense space and to communicate well as part of a defence

|  | Week 1  | Week 2  | Week 3  | Week 4   | Week 5  | Week 6   |
|--|---|---|---|--|---|--|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Show a range of dribbling skills when in possession</p> <p>Shoot consistently well</p>                     | <p>Adopt sideways on positions to receive the ball</p> <p>Use the full width of the pitch</p>   | <p>Overlap and underlap</p> <p>Make runs which overload the other team's defence</p>          | <p>Defend one on one</p> <p>Track an opponent playing man to man</p> <p>Adopt a low press and defend a zone</p>  | <p>Pass attackers on to other defenders when they run across the pitch.</p> <p>Come off my line, if I am in goal, to narrow the angle</p>                                     | <p>Be mobile and fluid in my attacking and not stick rigidly to one positions</p> <p>Make use of extra players</p>     |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>Good technique for shooting with my feet and hands</p> <p>The importance of keeping my eye on the ball</p> | <p>That I get a better view of the whole pitch when I get wide and sideways on.</p> <p>That sometimes it is better to go backwards with the ball if nobody is free forwards</p> | <p>When to attack and when not to</p> <p>How to create space for my teammates</p>             | <p>The importance of defending as a team</p> <p>That I need to be alert in defence and always have on eye on the ball and one on my opponent.</p> <p>That there are different ways to defend</p> | <p>Goalkeepers can play as an additional defender if they are alert &amp; move</p> <p>Strategies to cope with having fewer players than my opponents by having good shape</p> | <p>To make diagonal runs to confuse defenders</p> <p>To communicate with my fellow attackers to confuse defenders.</p> |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Knows when to attack and when to defend and puts the needs of the team first</p>                           | <p>Demonstrates a range of leadership skills and is happy to take the initiative</p>  | <p>Demonstrates specific tactical/performance awareness as an individual and team member.</p> | <p>Knows when to attack and when to defend and puts the needs of the team first</p>  | <p>Demonstrates a range of leadership skills and is happy to take the initiative</p>  | <p>Demonstrates specific tactical/performance awareness as an individual and team member.</p>                          |

# Lacrosse

## Year 5 & 6 Lacrosse



In this unit children learn how to scoop the ball up, cradle it whilst they run and to throw, catch and shoot. They also learn the different grips needed to propel the ball and the rules of the game.

|  | Week 1  | Week 2  | Week 3   | Week 4  | Week 5   | Week 6   |
|--|---|---|--|---|--|--|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Hold the stick correctly</p> <p>Scoop a ball using the correct technique</p> <p>Carry a ball using cradling technique</p>            | <p>Scoop the ball consistently</p> <p>Cradle the ball and evade opponents</p>                           | <p>Throw and catch consistently well</p> <p>Adjust my grip on the stick to throw and then catch</p>        | <p>Play a game incorporating the skills of cradling, scooping, throwing, catching and shooting</p> <p>Send and receive a ball confidently</p> | <p>Shoot from left and right</p> <p>Force my opponent onto their weaker side when I am defending them</p>    | <p>Demonstrate sporting values</p> <p>Make a good contribution, attacking and defending, in a game</p> |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>How to hold a stick to cradle and scoop.</p> <p>How to pick a ball up using my stick.</p> <p>The technique involved in cradling.</p> | <p>How to position my hands and how to cradle</p>   | <p>How to position my stick to receive a pass</p> <p>That I need to cushion the ball as it hits my net</p> | <p>That I can only run for a defined length of time when in possession.</p> <p>To change my grip for throwing and catching</p>                | <p>To change my grip to shoot</p> <p>When defending to try and force my opponent onto their weaker side.</p> | <p>The rules and the need to abide by them</p> <p>How to restart games</p>                             |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Moves fluently and can perform a wide range of skills confidently and competently</p>  | <p>Evaluates the work of others using technical language including setting targets for improvement.</p> | <p>Understands the sporting values and sporting etiquettes.</p>  | <p>Moves fluently and can perform a wide range of skills confidently and competently</p>  | <p>Evaluates the work of others using technical language including setting targets for improvement.</p>      | <p>Understands the sporting values and sporting etiquettes.</p>  |

# Leadership

## Year 5 & 6 Leadership



In this unit children learn to lead, officate and organise in physical education activities, games and other settings

|  | Week 1   | Week 2  | Week 3  | Week 4   | Week 5   | Week 6  |
|--|--|---|---|--|--|---|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Recognise when the teams are unfair</p> <p>See when children might get bored because there is a lack of challenge</p> | <p>Sort teams quickly and efficiently</p> <p>Arrange tasks for maximum involvement for everyone</p> | <p>Suggest ways to manage inappropriate behaviour effectively</p>                       | <p>Lead a warm up effectively</p>  | <p>Work with others to apply a plan</p>  | <p>Keep going when things are not necessarily going as I would want them to</p> |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>That leaders are creative and enthusiastic</p> <p>That we can change activities if they are not working</p>           | <p>A variety of ways of picking teams and the pros and cons associated with each.</p>               | <p>What inappropriate behaviour looks like and some strategies for dealing with it.</p> | <p>How to work independently</p> <p>The importance of clear instructions</p> | <p>That the team needs a plan before an activity begins</p>                          | <p>How to speak encouragingly to teammates</p>                                  |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Works with control and composure when under pressure..</p>  | <p>Demonstrates a range of leadership skills and is happy to take the initiative</p>                | <p>Enjoys competing and challenging him/herself to improve.</p>                         | <p>Works with control and composure when under pressure..</p>                | <p>Demonstrates a range of leadership skills and is happy to take the initiative</p> | <p>Enjoys competing and challenging him/herself to improve.</p>                 |

# Netball

## Year 3 & 4 Netball



In this unit we learn the fundamental skills of passing, catching, moving into space, intercepting, tracking and shooting. We also cover the rules of High 5 and the different roles within the game.

|  | Week 1  | Week 2  | Week 3   | Week 4  | Week 5   | Week 6   |
|--|---|---|--|---|--|--|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Send a netball accurately in a variety of ways</p> <p>Pass under pressure</p>  | <p>Pass netball to bypass a defender by passing quickly, or using feinting or by 'giving the eyes.'</p> <p>Defend individually and/or as part of a team</p> | <p>Attack by being fluid in my positioning, using the width and passing quickly</p> <p>Get free from opponents by feinting</p>                   | <p>Shoot using good technique</p> <p>Position myself to take rebounds from the post</p>                     | <p>Play a game of Bee Flier Netball, abiding by the rules of the game</p> <p>Pivot having landed in possession of the ball</p> | <p>Track an opponent on court.</p> <p>Demonstrate the school games values of passion, self-belief, respect, honesty, determination and teamwork.</p> |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>Which type of passing technique to use depending on the distance I am sending the ball</p> <p>To pass within 4 seconds of receiving the ball</p> | <p>How to stand in a good position to receive a ball</p> <p>How to track an opponent</p>  | <p>That I need to pass in front of my teammates so they can run on to the ball</p> <p>The importance of quick passing and varying my passing</p> | <p>The correct technique for shooting</p> <p>Rules which apply to attackers and defenders when shooting</p> | <p>The footwork rule</p> <p>How to support the player in possession to ensure safe passes are made</p>                         | <p>More of the rules of netball and recognise how to apply them</p>  |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Understands how to work alongside and against others when attacking and defending</p>  | <p>Reflect and am able to recognise success in self and others</p>  | <p>Demonstrate understanding and interpretation of rules and accept decisions given.</p>   | <p>Understands how to work alongside and against others when attacking and defending</p>                    | <p>Reflect and am able to recognise success in self and others</p>   | <p>Demonstrate understanding and interpretation of rules and accept decisions given</p>  |



# Netball

## Year 5 & 6 Netball



In this unit children get to experience match play having refined the specific skills involved in the game. They learn the positions, the restrictions within each role and what the rules of the game are.

|  | Week 1  | Week 2   | Week 3   | Week 4  | Week 5  | Week 6  |
|--|---|--|--|---|---|---|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Send a netball in a variety of ways.</p> <p>Receive a ball and already know what I want to do with it.</p> | <p>Pass accurately and using a variety of passes</p> <p>Anticipate the play and release the ball quickly and efficiently</p> | <p>Shoot with good technique</p> <p>Land and pivot to pass the ball.</p>                         | <p>Shoulder pass accurately and with force.</p> <p>Create space for myself.</p> | <p>Position myself to take rebounds from missed shots</p> <p>Participate purposefully in a netball match</p>                      | <p>Apply some tactics we have decided on as a team</p> <p>Play by the rules</p>   |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>How to signal for a pass</p> <p>That I need to move to new space after passing.</p>                        | <p>How to disguise my passes</p> <p>That when I get sideways on to receive a ball it opens up the court.</p>                 | <p>What the terms, 'landing foot, pivot and stepping' mean.</p> <p>The rules around shooting</p> | <p>Some attacking principles.</p> <p>To communicate non verbally on court</p>   | <p>What the different roles are within Bee Stinger netball</p> <p>Where I am allowed on court when playing specific positions</p> | <p>The school games values that I need to display -passion, self-belief, respect, honesty, determination and teamwork. What infringements look like&amp;how to restart after them</p> |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Read the play and show tactical awareness</p>  | <p>Work constructively, irrespective of who I am working with</p>  | <p>Demonstrates specific tactical/performance awareness as an individual and team member.</p>    | <p>Read the play and show tactical awareness</p>                                | <p>Work constructively, irrespective of who I am working with</p>   | <p>Demonstrates specific tactical/performance awareness as an individual and team member.</p>   |



Children learn how to plan and communicate as part of a group before taking on physical challenges

|                                     | Week 1  | Week 2  | Week 3  | Week 4   | Week 5   | Week 6   |
|-------------------------------------|---|---|---|--|--|--|
| <p>SKILLS</p> <p>I can.....</p>     | <p>Work as part of a team.</p> <p>Show enthusiasm, determination and resilience</p> | <p>Work together in a small group to solve problems.</p> <p>Compete under pressure</p>  | <p>Negotiate with my group</p> <p>Plan a route map.</p>                               | <p>Work with others to solve problems</p> <p>Follow the rules of an activity</p> | <p>Identify areas of the school grounds using a map.</p> <p>Run and think simultaneously to compete in a competition</p> | <p>Identify where a number of controls are situated around the school grounds via photographic clues.</p> <p>Take photographs of interesting places around the school site</p> |
| <p>KNOWLEDGE</p> <p>I know.....</p> | <p>How to use the process of elimination to work out symbols I don't know</p>       | <p>I have to communicate well and negotiate to solve problems in a group.</p> <p>To persevere and try again when things don't go immediately to plan.</p> | <p>The compass points.</p> <p>How to navigate around an area following directions</p> | <p>The importance of listening to others and communicating well.</p>             | <p>How to orientate a map and find clues.</p>  | <p>How to use an iPad to take photographs</p> <p>How to take turns and use equipment safely</p>  |
| <p>ASSESSMENT</p> <p>I can...</p>   | <p>Demonstrates agility, balance, coordination and precision</p>                    | <p>Will vocalise opinions across different areas of the curriculum</p>  | <p>Is confident and joins in all areas of PE eagerly</p>                              | <p>Demonstrates agility, balance, coordination and precision</p>                 | <p>Will vocalise opinions across different areas of the curriculum</p>   | <p>Is confident and joins in all areas of PE eagerly</p>   |



This unit involves using non-verbal and verbal communication and team work to solve a variety of team challenges

|                                     | Week 1   | Week 2  | Week 3  | Week 4  | Week 5  | Week 6   |
|-------------------------------------|--|---|---|---|---|--|
| <p>SKILLS</p> <p>I can.....</p>     | <p>Use non-verbal communication to solve problems.</p> <p>Work as part of a team.</p>    | <p>Work with a partner to navigate successfully across and through obstacles whilst blindfolded.</p> <p>Give clear instructions</p> <p>Stay focused</p> | <p>Think creatively to find solutions to challenges.</p> <p>Work together in a small group to solve problems.</p> | <p>Navigate my way around using a map.</p> <p>Demonstrate teamwork and a good level of communication to complete a group task</p>               | <p>Work quickly and effectively against the clock.</p> <p>Work with a partner/group to find a number of controls using a map.</p> | <p>Identify the location of a number of controls which relate to specific letters of the alphabet.</p> <p>Communicate positively with the other members of my team</p> |
| <p>KNOWLEDGE</p> <p>I know.....</p> | <p>The importance of having a plan before I undertake a challenge.</p>                   | <p>How to keep a partner safe.</p> <p>Where I need to position myself to give clear instructions and keep my partner safe</p>                           | <p>That I need to contribute to a plan even if it is only through good listening</p>                              | <p>How to use a simple map to navigate myself around.</p> <p>The importance of communication and negotiation when working as part of a team</p> | <p>What ordnance survey symbols mean</p>  | <p>How to motivate other members of my team.</p> <p>How to use a map</p>   |
| <p>ASSESSMENT</p> <p>I can...</p>   | <p>Moves fluently and can perform a wide range of skills confidently and competently</p> | <p>Thinks creatively to find solutions to challenges across different areas of the curriculum</p>   | <p>Is self-motivated and physically confident and actively engages in competitive situations</p>                  | <p>Moves fluently and can perform a wide range of skills confidently and competently</p>  | <p>Thinks creatively to find solutions to challenges across different areas of the curriculum</p>                                 | <p>Is self-motivated and physically confident and actively engages in competitive situations</p>   |

# Rounders

## Year 3 & 4 Rounders



A unit building on striking and fielding 2 and looking to combine and begin to secure the skills of striking, fielding and running in small game situations.

|  | Week 1   | Week 2  | Week 3   | Week 4  | Week 5   | Week 6   |
|--|--|---|--|---|--|--|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Send using good throwing technique.</p> <p>Receive using good catching technique.</p> | <p>Develop basic bowling and batting skills</p>   | <p>Develop my throwing skills.</p> <p>Communicate with other players for the good of my team.</p>        | <p>Field the ball off the ground using a variety of techniques.</p>   | <p>Catch high balls comfortably.</p> <p>Backpedal to catch balls over me.</p>  | <p>Perform well in a range of positions in a competitive game</p>                        |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>Make decisions about when to run and when not to.</p>                                 | <p>To position myself sideways on when both striking and bowling.</p> <p>How to grip a ball so that it comes out of my fingers smoothly when bowling.</p> | <p>What a no ball is.</p> <p>Why fielders might start off a base and then move to it after a strike.</p> | <p>What ground fielding technique to use at any given time.</p> <p>What happens when I miss a rounder's ball or hit behind me</p> | <p>How to keep score.</p> <p>To call my name if going for a high catch</p> <p>To run after the ball when it goes out of play</p> | <p>How to back up other fielders</p>   |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Links skills to perform actions and sequences of movement</p>                         | <p>Is comfortable in the role of leader and shows some ability to inspire others</p>  | <p>Demonstrate understanding and interpretation of rules and accepts decisions given</p>                 | <p>Links skills to perform actions and sequences of movement</p>  | <p>Is comfortable in the role of leader and shows some ability to inspire others</p>   | <p>Demonstrate understanding and interpretation of rules and accepts decisions given</p> |

# Rounders

## Year 5 & 6 Rounders



Moving into more game situations and looking for children to develop their self-awareness and awareness of the ability of others and adjust their own games accordingly.

|  | Week 1  | Week 2  | Week 3  | Week 4  | Week 5  | Week 6  |
|--|---|---|---|---|---|---|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Catch with soft hands<br/>Throw accurately into space.</p>     | <p>Bowl accurately at a consistent height.</p> <p>Ground field consistently well</p>  | <p>Catch and throw quickly from back-stop</p> <p>Strike with some accuracy into a given area</p>      | <p>Back up fellow fielders in the outfield.</p> <p>Communicate with my fellow batsmen/women when between bases.</p> | <p>Throw with real accuracy and under pressure.</p> <p>Play a full game in a small group taking on different roles within the team</p>                                    | <p>Adapt my game according to the direct opponent/situation.</p>                                      |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>To try and catch the ball in line with my nose.</p>            | <p>What ground fielding techniques to use and can choose the right one for the circumstance.</p> <p>To have a high back lift when batting</p> | <p>How to motivate and support my teammates in the field</p> <p>The rules of rounders</p>             | <p>Rules when batting and running between bases.</p>  | <p>That fielders on 2nd, 3rd and 4th base can start deep and then come onto their bases as necessary.</p> <p>Importance of great communication when playing rounders.</p> | <p>That I should adjust my position in the field for certain batsmen/women.</p>                       |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Able to perform routines and a range of skills seamlessly.</p> | <p>Demonstrates a range of leadership skills and is happy to take the initiative</p>  | <p>Able to play within rules and to resolve any disputes appropriately without adult intervention</p> | <p>Able to perform routines and a range of skills seamlessly.</p>   | <p>Demonstrates a range of leadership skills and is happy to take the initiative</p>  | <p>Able to play within rules and to resolve any disputes appropriately without adult intervention</p> |

# Tag Rugby

## Year 3 & 4 Tag Rugby



In this unit children learn how to carry the ball, to score a try and to tag. They learn how to pass the ball and the rules of playing Tag.

|  | Week 1  | Week 2  | Week 3   | Week 4  | Week 5   | Week 6   |
|--|---|---|--|---|--|--|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Scoop a ball up from the floor.</p> <p>Dodge to avoid being tagged by an opponent.</p> <p>Tag safely</p> | <p>Pocket pass with accuracy from my right and left.</p> <p>Make a target to receive the ball.</p> <p>Send and receive a ball under pressure.</p> | <p>Pass a rugby ball backwards accurately.</p> <p>Dummy a pass</p>   | <p>Pass backwards consistently</p> <p>Create an overlap</p>   | <p>Pass, missing out players in a line.</p> <p>Set up defensively opposite an opponent</p>               | <p>Apply a range of skills effectively in a game of rugby.</p> <p>Play to the rules</p>            |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>How to hold a rugby ball</p> <p>How to score a try</p>   | <p>To shout 'Tagged' when I grab an opponent's tags.</p> <p>How to restart games after a try has been scored</p>                                  | <p>To run at pace and commit a defender when attacking.</p> <p>To close the space down quickly when defending and then brace myself to grab a tag.</p> | <p>To support the ball carrier by staying just behind them when in the attacking line.</p> <p>What a knock on and forward pass are.</p> | <p>To stagger the attacking line and why we do that.</p> <p>To defend across the width of the pitch.</p> | <p>The offside rule</p> <p>How to restart games after a try</p>                                    |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Understands how to work alongside and against others when attacking and defending</p>                    | <p>Communicate effectively and listen to others.</p>  | <p>Apply skills effectively in different situations and within a range of physical activities</p>  | <p>Understands how to work alongside and against others when attacking and defending</p>  | <p>Communicate effectively and listen to others.</p>   | <p>Apply skills effectively in different situations and within a range of physical activities.</p> |

# Tag Rugby

## Year 5 & 6 Tag Rugby



In this unit children learn to overlap, how to play advantage and to restart after infringements in small sided games

|  | Week 1  | Week 2  | Week 3  | Week 4   | Week 5   | Week 6   |
|--|---|---|---|--|--|--|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Pop pass and pocket pass.</p> <p>Tag someone safely.</p> <p>What constitutes a try and what doesn't</p>                    | <p>Send and receive a ball on the run and under pressure.</p> <p>Pass well to my left and right</p>   | <p>Pass a rugby ball backwards consistently.</p> <p>Pass accurately.</p> <p>Dummy a pass.</p>                         | <p>Pass missing out players in a line.</p> <p>Take a tap penalty with a dummy half</p> | <p>Attack in staggered lines.</p> <p>Organise my position so that I receive passes on the run.</p>   | <p>Apply skills effectively</p> <p>Develop game understanding and compete in a game of Tag Rugby</p>   |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>How to grip a ball and the importance of carrying it in 2 hands.</p> <p>Know when to pop pass and when to pocket pass.</p> | <p>What position I need to get into when passing left and how it changes when I pass to my right.</p> <p>How to 'roll' my hands when changing position and making catches</p> | <p>To close the space when defending and be wary of the dummy pass.</p> <p>What a knock on is and a forward pass.</p> | <p>What offside is</p> <p>To run on to the ball at pace</p>                            | <p>To organise attacking lines in a staggered formation either side of the ball.</p> <p>Each team has a limited number of tackles before possession of the ball changes to the other team.</p> | <p>When advantage is and isn't played. That we can operate as a team with a full back</p> <p>That when we get the ball in the centre of the pitch near our opponent's line we stretch their defence.</p> |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Knows when to attack and when to defend and puts the needs of the team first</p>   | <p>Able to work constructively, irrespective of who they are working with or the area of PE.</p>  | <p>Has a range of physical, social and cognitive skills which they utilise across the curriculum</p>                  | <p>Knows when to attack and when to defend and puts the needs of the team first</p>    | <p>Able to work constructively, irrespective of who they are working with or the area of PE.</p>   | <p>Has a range of physical, social and cognitive skills which they utilise across the curriculum</p>   |



In this unit children learn to lead, officate and organise in physical education activities, games and other settings

|                                     | Week 1  | Week 2   | Week 3  | Week 4  | Week 5   | Week 6  |
|-------------------------------------|---|--|---|---|--|---|
| <p>SKILLS</p> <p>I can.....</p>     | <p>Communicate verbally</p> <p>Use non-verbal communication effectively</p>             | <p>Work with others effectively</p>  | <p>Make a plan</p> <p>Perform calmly under pressure</p>   | <p>Put my trust in others</p>                                 | <p>Work with others to apply a plan</p>  | <p>Keep going when things are not necessarily going as I would want them to</p>                   |
| <p>KNOWLEDGE</p> <p>I know.....</p> | <p>To make a plan</p> <p>The difference between non-verbal and verbal communication</p> | <p>To respect the opinions of my teammates</p>   | <p>To evaluate as a team to see if we can improve in the future.</p>                              | <p>The importance of clear instructions</p>                   | <p>That the team needs a plan before an activity begins</p>                                      | <p>How to speak encouragingly to teammates</p>  |
| <p>ASSESSMENT</p> <p>I can...</p>   | <p>Works with control and composure when under pressure..</p>                           | <p>Able to work constructively, irrespective of who they are working with or the area of PE.</p> | <p>Is self-motivated and physically confident and actively engages in competitive situations.</p> | <p>Works with control and composure when under pressure..</p> | <p>Able to work constructively, irrespective of who they are working with or the area of PE.</p> | <p>Is self-motivated and physically confident and actively engages in competitive situations.</p> |



# Tennis

## Year 3 & 4 Tennis



In this unit children learn how to move around the court, how to control the ball and to send it across the net using a variety of ground strokes.

|  | Week 1   | Week 2  | Week 3  | Week 4  | Week 5   | Week 6  |
|--|--|---|---|---|--|---|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Take up a 'ready position' and move into good positions to strike a ball.</p> <p>Play a game of hand tennis trying to move my opponent around the court</p> | <p>Hit consistent fore-hand returns.</p> <p>Get into consistently good positions to hit the ball after one bounce</p> | <p>Get into good positions to play back-hand shots.</p> <p>Strike the ball on the backhand with some consistency.</p> | <p>Volley a ball on the forehand and back-hand striking the ball downwards.</p> | <p>Serve from the baseline into my opponents side of the court</p> <p>Move into the correct position to play a variety of shots.</p> | <p>Use tactics against an opponent.</p>                   |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>What the ready position is.</p> <p>To try and get into the centre of the court after playing each shot</p>  | <p>To hit with a nice full backswing.</p> <p>To keep my head still and to try and hit with control</p>                | <p>That I can play back-hand with one hand or two, whichever feels more comfortable.</p>                              | <p>To volley a ball by deflecting it downwards.</p>                             | <p>The rules of tennis</p> <p>How to score</p>   | <p>My own and my opponent's strengths and weaknesses</p>  |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Links skills to perform actions and sequences of movement</p>   | <p>Reflective and able to recognise success in self and others.</p>   | <p>Understands what they need to do to be successful.</p>   | <p>Links skills to perform actions and sequences of movement</p>                | <p>Reflective and able to recognise success in self and others.</p>  | <p>Understands what they need to do to be successful.</p> |

# Tennis

## Year 5 & 6 Tennis



In this unit children extend their repertoire of strokes and learn how to play singles and doubles, using tactics to outwit their opponent

|  | Week 1   | Week 2   | Week 3  | Week 4   | Week 5  | Week 6   |
|--|--|--|---|--|---|--|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Get into the 'ready position?'</p> <p>Grip a racket and get into sideways positions to strike the ball.</p> | <p>Hit a forehand shot, consistently.</p> <p>Control where I hit the ball.</p>                           | <p>Get into a good position and play backhand shots with some consistency.</p> <p>I can play deft shots near the net within a small area.</p> | <p>Volley accurately on my forehand and backhand</p>   | <p>Smash</p> <p>Lob</p> <p>Serve</p>  | <p>Use some tactics against an opponent</p> <p>Play a competitive game using a range of ground strokes</p> |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>What the 'ready position' is.</p> <p>What the baseline is</p>   | <p>To strike balls away from my opponent.</p> <p>To have a big backswing from a sideways on position</p> | <p>To change my grip slightly to hit backhand shots.</p> <p>To play deft shots with a loose grip.</p>   | <p>How we hit a backhand differently from a forehand.</p> <p>How to deflect the ball when volleying.</p> | <p>How to link shots e.g. serve and volley</p>  | <p>The rules of tennis</p> <p>How to score</p>   |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Able to perform routines and a range of skills seamlessly.</p>  | <p>Knows what they need to do to improve and what others need to do to improve their performance.</p>    | <p>Demonstrates specific tactical/performance awareness as an individual and team member.</p>   | <p>Able to perform routines and a range of skills seamlessly.</p>  | <p>Knows what they need to do to improve and what others need to do to improve their performance.</p> | <p>Demonstrates specific tactical/performance awareness as an individual and team member.</p>              |

# Tri - Golf

## Year 3 & 4 Tri Golf



Children learn how to grip a club and how to address the ball. They learn when to use the different clubs and some of the etiquette when playing on a course.

|  | Week 1   | Week 2   | Week 3  | Week 4   | Week 5   | Week 6   |
|--|--|--|---|--|--|--|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Grip a golf club appropriately</p> <p>Adopt a stance to strike a ball</p> <p>Putt a ball towards a target</p>       | <p>Putt a ball towards a target with some accuracy and a reasonable weight of shot</p> | <p>Strike the ball through the air with an iron</p> <p>Set up to play an iron shot</p>    | <p>Chip the ball over short distances.</p> <p>Chip over hazards</p>  | <p>Strike the ball with increasing accuracy</p> <p>Avoid hazards</p>                     | <p>Develop my technique in both iron play and putting</p> <p>Avoid hazards on the course</p> |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>How to keep myself and others safe</p> <p>To stand still and be quiet when one of my peers is taking their shot</p> | <p>What a back swing is</p>  | <p>When to use an iron</p> <p>How to set up to play an iron shot</p> <p>What a tee is</p> | <p>That I need to get the club underneath the ball to elevate it.</p> <p>The importance of following through in my swing</p> | <p>Which club to use and when</p> <p>The types of hazards there are on a golf course</p> | <p>How to keep score</p> <p>Terminology associated with golf</p>                             |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Demonstrates agility, balance, coordination and precision</p>   | <p>Able to comment constructively on the work of others</p>                            | <p>Demonstrates sporting values.</p>  | <p>Demonstrates agility, balance, coordination and precision</p>   | <p>Able to comment constructively on the work of others</p>                              | <p>Demonstrates sporting values..</p>  |



Children learn how to grip a club and how to address the ball. They learn when to use the different clubs and some of the etiquette when playing on a course.

|  | Week 1   | Week 2  | Week 3  | Week 4   | Week 5  | Week 6   |
|--|--|---|---|--|---|--|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Grip a golf club appropriately</p> <p>Adopt a stance to strike a ball</p> <p>Putt a ball towards a target</p>       | <p>Putt a ball towards a target with some accuracy and a reasonable weight of shot</p>                  | <p>Strike the ball through the air with an iron</p> <p>Set up to play an iron shot</p>    | <p>Chip the ball over short distances.</p> <p>Chip over hazards</p>  | <p>Strike the ball with increasing accuracy</p> <p>Avoid hazards</p>                                    | <p>Develop my technique in both iron play and putting</p> <p>Avoid hazards on the course</p> |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>How to keep myself and others safe</p> <p>To stand still and be quiet when one of my peers is taking their shot</p> | <p>What a back swing is</p>   | <p>When to use an iron</p> <p>How to set up to play an iron shot</p> <p>What a tee is</p> | <p>That I need to get the club underneath the ball to elevate it.</p> <p>The importance of following through in my swing</p> | <p>Which club to use and when</p> <p>The types of hazards there are on a golf course</p>                | <p>How to keep score</p> <p>Terminology associated with golf</p>                             |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Moves fluently and can perform a wide range of skills confidently and competently.</p>                              | <p>Evaluates the work of others using technical language including setting targets for improvement.</p> | <p>Understands the sporting values and sporting etiquettes.</p>                           | <p>Moves fluently and can perform a wide range of skills confidently and competently.</p>                                    | <p>Evaluates the work of others using technical language including setting targets for improvement.</p> | <p>Understands the sporting values and sporting etiquettes.</p>                              |

# Ultimate Frisbee

## Year 5 & 6 Ultimate Frisbee



In this unit children refine their techniques and learn how to apply the skills they have learnt. They play games and secure better understanding of the rules

|  | Week 1   | Week 2   | Week 3   | Week 4  | Week 5  | Week 6  |
|--|--|--|--|---|---|---|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Send a Frisbee accurately.</p> <p>Catch a Frisbee consistently using 2 hands</p>        | <p>Throw a Frisbee on the forehand side</p> <p>Intercept a Frisbee</p>   | <p>Catch one handed</p> <p>Dummy passes</p>  | <p>Build attacks, gradually retaining possession carefully</p> <p>Time my runs to breach my opponent's defence.</p>                 | <p>Find space in tight situations.</p> <p>Play purposefully, contributing in defence and attack</p> | <p>Apply my skills and knowledge in a game situation.</p> <p>Communicate well in a game situation</p> |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>Techniques for throwing and catching.</p> <p>To pass and move</p>                       | <p>How to create angles to help a player in possession.</p> <p>That when defending I need to position my body so that I can see my opponent and the person in possession</p> | <p>How to defend against an opponent, stopping them from having an impact.</p> <p>To have an idea of what I want to do with the Frisbee if I come into possession of the disc.</p> | <p>How to utilise having a numerical advantage in a game</p> <p>How to compensate for having a numerical disadvantage in a game</p> | <p>What a 'Pull' is.</p> <p>The basic rules of Ultimate Frisbee</p> <p>The offside rule</p>         | <p>The rules of the game</p> <p>To apply the school games values</p>                                  |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Reads the play; and shows tactical awareness when performing across the curriculum.</p> | <p>Able to work constructively, irrespective of who they are working with or the area of PE.</p>   | <p>Demonstrates specific tactical/performance awareness as an individual and team member.</p>  | <p>Reads the play; and shows tactical awareness when performing across the curriculum.</p>  | <p>Able to work constructively, irrespective of who they are working with or the area of PE.</p>    | <p>Demonstrates specific tactical/performance awareness as an individual and team member.</p>         |

# Volleyball

## Year 5 & 6 Volleyball



In this unit children learn the array of ways of receiving and sending volleyball and the associated techniques. They learn how to score and rotate around court.

|  | Week 1  | Week 2   | Week 3  | Week 4  | Week 5  | Week 6   |
|--|---|--|---|---|---|--|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Receive a volleyball using the bump and dig technique.</p> <p>Send a ball over a net</p> | <p>Set a ball</p> <p>Spike a ball</p>  | <p>Serve over distance</p> <p>Defend well and then launch an attack</p>                       | <p>Bump, set, spike and block consistently well</p> <p>Communicate well with my teammates</p> | <p>Run from the back of the court to spike a ball that has been set high</p> <p>Angle my blocks near the net so that the ball goes down</p>                       | <p>Play a tip shot</p> <p>Apply all of the skills of volleyball in a full sided game</p> <p>Demonstrate the school games' values</p> |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>How to perform a dig and a bump</p> <p>To call my name if I am going for the ball</p>    | <p>What the role of the setter is</p> <p>That the higher I jump the more successful my spike is likely to be</p> | <p>The positions I need to be in to work with a partner</p>                                   | <p>How to score</p> <p>The rotation around the court</p>                                      | <p>Different tactics that can be used within the game.</p> <p>That I can't infringe by touching the net or touching the ball on my opponent's side of the net</p> | <p>When to rotate</p> <p>That the formation needs to be fluid once we have dug the ball from the serve</p>                           |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Knows when to attack and when to defend and puts the needs of the team first</p>         | <p>Listens actively, respects the opinion of others and contributes ideas</p>                                    | <p>Demonstrates specific tactical/performance awareness as an individual and team member.</p> | <p>Knows when to attack and when to defend and puts the needs of the team first</p>           | <p>Listens actively, respects the opinion of others and contributes ideas</p>   | <p>Demonstrates specific tactical/performance awareness as an individual and team member.</p>  |

# Yoga

## Years 3 & 4 - Yoga



In this unit children will learn different poses around themes. They will learn how to warm up, to breathe during exercise and the value of relaxation and meditation

|                                     | Week 1  | Week 2   | Week 3   | Week 4  | Week 5  | Week 6   |
|-------------------------------------|---|--|--|---|---|--|
| <p>SKILLS</p> <p>I can.....</p>     | <p>Perform a variety of poses</p> <p>Retain my focus</p>                                  | <p>Hold positions with good alignment and shape</p>                    | <p>Work with control and isolating body parts</p>        | <p>Control my breathing as exercising</p>   | <p>Devise my own meditation</p> <p>Work in a group to perform different poses</p> | <p>Articulate what the benefits of yoga are</p>  |
| <p>KNOWLEDGE</p> <p>I know.....</p> | <p>How to prepare my body by breathing and stretching</p>                                 | <p>Breathe and follow instructions</p>                                 | <p>Maintain concentration and avoid distraction</p>      | <p>The importance of relaxation</p> <p>How to meditate</p>                                | <p>How to relax</p>   | <p>The benefits of learning some yoga poses</p> <p>How to carry on enjoying yoga out of school</p> |
| <p>ASSESSMENT</p> <p>I can...</p>   | <p>Warms up prior to exercise and is able to sustain performance over periods of time</p> | <p>Be reflective and able to recognise success in self and others.</p> | <p>Is confident and joins in all areas of PE eagerly</p> | <p>Warms up prior to exercise and is able to sustain performance over periods of time</p> | <p>Be reflective and able to recognise success in self and others.</p>            | <p>Is confident and joins in all areas of PE eagerly</p>   |



In this unit children will learn more advanced yoga poses about the value of meditation and how to make affirmations.

|  | Week 1  | Week 2  | Week 3  | Week 4  | Week 5  | Week 6  |
|--|---|---|---|---|---|---|
| <p><b>SKILLS</b></p> <p>I can.....</p>     | <p>Adopt the rest position and relaxation pose</p> <p>Hold my poses for 3 slow breaths</p>                  | <p>Prepare my body for yoga</p> <p>Put myself in the right state of mind to get the most out of my yoga session</p> | <p>Identify which poses are particularly helpful for me</p>                                       | <p>Perform a relaxation sequence of meditation</p>  | <p>Make positive affirmations</p>   | <p>Perform a wide range of poses</p> <p>Articulate what I have enjoyed about yoga</p>   |
| <p><b>KNOWLEDGE</b></p> <p>I know.....</p> | <p>What the rest position is</p> <p>The relaxation pose</p>   | <p>What wider benefits doing regular yoga provides.</p>   | <p>That doing yoga can help to banish worries</p> <p>What my favourite pose is</p>                | <p>What benefits there are to me physically and mentally from the different poses</p>                       | <p>How to make positive affirmations</p> <p>How to 'Mirror' in yoga</p>                               | <p>The benefits of individual poses specifically to me and to others</p> <p>How to make an affirmation circle and why this is a lovely activity</p> |
| <p><b>ASSESSMENT</b></p> <p>I can...</p>   | <p>Can lead others in warming up, knows why it is important and can work actively across whole sessions</p> | <p>Knows what they need to do to improve and what others need to do to improve their performance.</p>               | <p>Is self-motivated and physically confident and actively engages in competitive situations.</p> | <p>Can lead others in warming up, knows why it is important and can work actively across whole sessions</p> | <p>Knows what they need to do to improve and what others need to do to improve their performance.</p> | <p>Is self-motivated and physically confident and actively engages in competitive situations.</p>   |