

PE CURRICULUM COVERAGE & TIMETABLE 2026-2027

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1		Summer 2
Nursery	FRIDAY 9:30-10:15	GAMES & MOVEMENT	GAMES & MOVEMENT	GAMES & MOVEMENT	GAMES & MOVEMENT	GAMES & MOVEMENT		GAMES & MOVEMENT
Reception	MONDAY 11:00-11:45	MOVEMENT & DEVELOPMENT	THROWING AND CATCHING	BALL SKILLS	DANCE	FUN & GAMES		WORKING WITH OTHERS
Year 1	MONDAY 9:10-10:00	INVASION GAMES (Basketball)	TARGET GAMES (Dodgeball)	INVASION GAMES (Football)	NET GAMES (Volleyball) ADDITIONAL SLOT GYMNASTICS MONDAY 1:40-2:30	FUNDAMENTALS (Athletics) ADDITIONAL SLOT DANCE MONDAY 2:30-3:20		STRIKING AND FIELDING (Rounders)
Year 2	MONDAY 10:05-10:55	INVASION GAMES (Basketball)	TARGET GAMES (Dodgeball)	INVASION GAMES (Football)	NET GAMES (Volleyball) ADDITIONAL SLOT GYMNASTICS MONDAY 2:30-3:20	FUNDAMENTALS (Athletics) ADDITIONAL SLOT DANCE MONDAY 1:40-2:30		STRIKING AND FIELDING (Rounders)
Year 3	THURSDAY 1:40-2:30	INVASION GAMES (Handball)	TARGET GAMES (Dodgeball)	INVASION GAMES (Hockey)	NET GAMES (Tennis)		FUNDAMENTALS (Athletics)	STRIKING AND FIELDING (Cricket)
			ADDITIONAL SLOT GYMNASTICS MONDAY 1:40-2:30	ADDITIONAL SLOT DANCE MONDAY 2:30-3:20			Y3 SWIMMING 9WKS TUESDAY 11:00-11:50	

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Year 4	THURSDAY 2:30-3:20	INVASION GAMES (Handball)	TARGET GAMES (Dodgeball)	INVASION GAMES (Hockey)	NET GAMES (Tennis)	FUNDAMENTALS (Athletics)	STRIKING AND FIELDING (Cricket)
			ADDITIONAL SLOT GYMNASTICS MONDAY 2:30-3:20	ADDITIONAL SLOT DANCE MONDAY 1:40-2:30	Y4 SWIMMING 10WKS TUESDAY 11:00-11:50		
Year 5	THURSDAY 9:20-10:20	INVASION GAMES (Handball)	TARGET GAMES (Dodgeball)	INVASION GAMES (Hockey)	NET GAMES (Tennis)	FUNDAMENTALS (Athletics)	STRIKING AND FIELDING (Cricket)
		ADDITIONAL SLOT GYMNASTICS MONDAY 1:40-2:30					ADDITIONAL SLOT DANCE MONDAY 2:30-3:20
Year 6	THURSDAY 10:50-11:50	INVASION GAMES (Handball)	TARGET GAMES (Dodgeball)	INVASION GAMES (Hockey)	NET GAMES (Tennis)	FUNDAMENTALS (Athletics)	STRIKING AND FIELDING (Cricket)
		ADDITIONAL SLOT GYMNASTICS MONDAY 2:30-3:20					ADDITIONAL SLOT DANCE MONDAY 1:40-2:30

Implementation Phase				
Year Group:	One	Unit:	Athletics	
Prior Learning Required – EYFS Progression Map Objectives: • Travels with confidence and skill in a range of movements when using equipment. • Shows understanding of the need for safety when tackling new challenges and considers and manages some risks. • Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. • Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it.				
National Curriculum Links	1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities.		Pillars of Progression	• Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates.
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	• Step 1: Move into space • Step 2: To throw underarm • Step 3: To land safely when jumping • Step 4: To run and jump on the balls of your feet • Step 5: To throw towards a target • Step 6: To play games using throwing accuracy	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	Declarative Knowledge: • Show understanding of the correct running technique.	
			Procedural Knowledge: • Develop the overarm throw technique, throwing accurately towards a target. • Practise the underarm throw technique, aiming towards a target showing increased control • Show a basic level of control, coordination and consistency when running. • Explore and practise a variety of movements including running, jumping, and throwing techniques. • Experiment with different jumping techniques, showing control, coordination, and consistency throughout.	
			Wellbeing and Wider Development: • Evaluate successful and unsuccessful techniques. • Show good teamwork and sportsmanship when taking part in competitive throwing.	
Resources & Equipment	• Beanbags • Cones • Balls	Key Vocabulary	• Coordination • Movement • Target	• Aim • Throw • Jump • Landing • Teamwork • Measure • Balance • Improve

Implementation Phase							
Year Group:	Two		Unit:	Athletics			
Prior Learning Required – Year One Progression Map Objectives: • Show good teamwork and sportsmanship when taking part in competitive throwing. • Develop the overarm throw technique, throwing accurately towards a target. • Practise the underarm throw technique, aiming towards a target showing increased control. • Show a basic level of control, coordination and consistency when running. • Explore and practise a variety of movements including running, jumping, and throwing techniques. • Experiment with different jumping techniques, showing control, coordination, and consistency throughout. • Evaluate successful and unsuccessful techniques. • Show understanding of the correct running technique.							
National Curriculum Links	• 1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities.		Pillars of Progression	• Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates.			
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	• Step 1: To run with control. • Step 2: To control your body and equipment when throwing. • Step 3: To run with the correct arm technique. • Step 4: To run and jump on the balls of your feet. • Step 5: To show a correct pull throw technique. • Step 6: To compete against yourself.		Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	Declarative Knowledge: • Understand the variety of correct running techniques. • Develop the distance running technique, understanding the difference between sprinting, and running over longer distances.			
				Procedural Knowledge: • Explore and practise a variety of athletic movements and apply athletic skills and techniques to a variety of activities. • Develop coordination and balance whilst exploring different running, jumping, and throwing techniques. • Begin to show control, coordination, and consistency when running at speed. • Develop a range of jumping techniques. • Develop the underarm and pull throw technique.			
				Wellbeing and Wider Development: • Begin to evaluate and improve own performance. • Try again when you make a mistake.			
Resources & Equipment	• Beanbags • Cones • Balls		Key Vocabulary	• Challenge • Running • Speed	• Landing • Aim • Teamwork	• Coordination • Movement • Balance	• Relay • Improve • Target

Implementation Phase					
Year Group:	Three	Unit:	Athletics		
Prior Learning Required – Year Two Progression Map Objectives: • Explore and practise a variety of athletic movements and apply athletic skills and techniques to a variety of activities. • Develop coordination and balance whilst exploring different running, jumping, and throwing techniques. • Begin to show control, coordination, and consistency when running at speed. • Develop a range of jumping techniques. • Develop the underarm and pull throw technique. • Understand the variety of correct running techniques. • Develop the distance running technique, understanding the difference between sprinting, and running over longer distances. • Begin to evaluate and improve own performance.					
National Curriculum Links	• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		Pillars of Progression	• Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.	
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	• Step 1: To throw a variety of different objects. • Step 2: To jump with control. • Step 3: To run with the correct arm technique. • Step 4: To run in races. • Step 5: To compete against others. • Step 6: To follow the rules.		Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	Declarative Knowledge: • Understand the pace judgement when running over an increased distance. • Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise. Procedural Knowledge: • Apply and develop a broad range of athletic skills in different ways. • Show control, coordination and consistency when running, throwing, and jumping. • Choose the appropriate running speed to meet the demand of the task. • Enjoy competing with others. Wellbeing and Wider Development: • Identify what they need to practise to improve their performance. • Recognise what they do well and what they find difficult. • Describe how you feel during activities.	
Resources & Equipment	• Athletic throwing equipment • Balls, Beanbags, Quoits • Cones	• Marker Spots • Hoops • Bibs • Measuring tape	Key Vocabulary	• Develop • Experiment • Distance • Combination	• Balance • Co-ordination • Movement • Distance • Pull • Target • Technique • Accelerate

Implementation Phase					
Year Group:		Four		Unit: Athletics	
Prior Learning Required – Year Three Progression Map Objectives: • Apply and develop a broad range of athletic skills in different ways. • Show control, coordination and consistency when running, throwing, and jumping. • Choose the appropriate running speed to meet the demand of the task. • Enjoy competing with others. • Recognise what they do well and what they find difficult, identifying what they need to practise to improve their performance. • Understand the pace judgement when running over an increased distance. • Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise.					
National Curriculum Links	• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		Pillars of Progression	• Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.	
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	• Step 1: To throw an object using both a pushing and pulling technique. • Step 2: To combine different types of jumping. • Step 3: To run for distance. • Step 4: To run in races of varied distances. • Step 5: To take part in athletic events. • Step 6: To perform competitively with others.		Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	Declarative Knowledge: • Understand the pace judgement when running over an increased distance. Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise.	
				Procedural Knowledge: • Combine basic jump actions to form a jump combination, using a controlled jumping technique. • Choose the appropriate running speed to meet the demand of the task. • Perform a throwing technique with control, coordination, and consistency.	
				Wellbeing and Wider Development: • Learn how to evaluate and recognise their own success. • Devise suitable warm-up activities for the upcoming activities. • Perform competitively with others.	
Resources & Equipment	• Athletic throwing equipment • Balls, Beanbags, Quoits • Cones, Marker spots • Hoops • Bibs • Measuring tape		Key Vocabulary	• Develop • Distance • Accelerate • Personal Best • Co-ordination • Movement • Push / Pull • Pace • Exchange • Timing • Communication • Triple Jump	

Implementation Phase			
Year Group:	Five	Unit:	Athletics

Prior Learning Required – Year Four Progression Map Objectives:

- Combine basic jump actions to form a jump combination, using a controlled jumping technique.
- Perform a throwing technique with control, coordination, and consistency.
- Perform competitively with others.
- Understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task.
- Learn how to evaluate and recognise their own success.
- Devise suitable warm-up activities for the upcoming activities.
- Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise.

National Curriculum Links	• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		
Pillars of Progression	• Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.		
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	• Step 1: To combine running and jumping. • Step 2: To combine running and throwing. • Step 3: To compete in short distance races. • Step 4: To compete in long distance running. • Step 5: To practise to combine different types of jump. • Step 6: To throw in different ways with accuracy and control.	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	Declarative Knowledge: • Choose the appropriate speed to run at for the distance to be covered. • Understand how physical activity can contribute to a healthy lifestyle and the importance of being physically fit. • Explain how their body reacts and feels when taking part in different activities and undertaking different roles and understanding how this effects the muscles.
Resources & Equipment	• Balls • Measuring tape • Hoops • Cones • Marker spots • Quoits • Bibs • Beanbags • Javelins • Discus • Shot Put		Procedural Knowledge: • Run, jump, catch, and throw in isolation and combination. • Combine and perform skills with control. • Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment.
Key Vocabulary	• Pace • Personal Best • Push / Pull • Record • Timer • Discus • Run up • Olympics		Wellbeing and Wider Development: • Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles. • Communicate, collaborate, and compete with others. • Working effectively as part of a team.

Implementation Phase				
Year Group:	Six	Unit:	Athletics	
Prior Learning Required – Year Five Progression Map Objectives: • Run, jump, catch, and throw in isolation and combination. Combine and perform skills with control. • Communicate, collaborate, and compete with others. Working effectively as part of a team. • Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment. • Choose the appropriate speed to run at for the distance to be covered. • Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles. • Understand how physical activity can contribute to a healthy lifestyle and the importance of being physically fit. • Explain how their body reacts and feels when taking part in different activities and undertaking different roles and understanding how this effects the muscles.				
National Curriculum Links	• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
Pillars of Progression	• Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.			
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	• Step 1: To use a run up when jumping. • Step 2: To use the correct combination of jumps to complete the triple jump. • Step 3: To run with control and purpose over varied distances. • Step 4: To throw an object by overarm, underarm, pulling, pushing and slinging. • Step 4: To use a run up when throwing. • Step 6: To practise to improve throwing distance.		Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	Declarative Knowledge: • Understand appropriate pace judgement for the running distance to be covered. • Understand the appropriate throwing and jumping technique to achieve maximum distance and height. • Share and discuss athletic techniques with others.
				Procedural Knowledge: • Select and apply skills that meet the needs of the situation, combining and performing each skill with control at speed. • Work effectively as part of a team. • Successfully run, jump, and throw in isolation and in combination – applying appropriate techniques to achieve personal bests.
				Wellbeing and Wider Development: • Compare their performance with previous ones and demonstrate improvement to achieve their personal best. • Communicate, collaborate and compete with others • Develop an understanding of how to improve in different physical activities and sports. • Learn how to evaluate and recognise their own success. • Understand the importance of being physically fit.
Resources & Equipment	• Balls • Hoops • Bibs • Quoits • Measuring tape	• Cones • Marker spots • Beanbags • Athletics throwing equipment		
Key Vocabulary	• Evaluate • Feedback • Power • Cooperate	• Fling • Olympics • Run Up • Compare		

Implementation Phase					
Year Group:	One	Unit:	Basketball		
<u>Prior Learning Required - EYFS Progression Map Objectives:</u> • Showing increased control when catching a ball. • Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it. • Moves freely and with pleasure and confidence in a range of skilful ways. • Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment.					
<u>National Curriculum Links</u>	• 1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. • 1b: Participate in team games, developing simple tactics for attacking and defending.		<u>Pillars of Progression</u>	• Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates.	
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	• Step 1: To roll, push and throw a ball. • Step 2: To successfully stop a ball. • Step 3: To control a ball with basic actions. • Step 4: To move to get in line and receive a ball. • Step 5: Begin to think about tactics in games. • Step 6: Play games using skills learnt.		<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> • Understand the concept of moving to get in line with the ball to receive it. • Describe why being active and playing games is good for you.	
				<u>Procedural Knowledge:</u> • Explore different ways to use, move and send the ball. • Develop skills such as sending an object to a target, catching, receiving, rolling, pushing, throwing and basic ball control. • Demonstrate a basic underarm throwing action with control and accuracy.	
				<u>Wellbeing and Wider Development:</u> • Begin to help others by giving simple positive feedback. • Describe what they have done or seen others doing.	
<u>Resources & Equipment</u>	• Beanbags • Small balls • Basketballs/ soft balls • Cones	• Balls • Bibs • Hoops	<u>Key Vocabulary</u>	• Aim • Throw & Catch • Describe • Pass • Ready	• Ball Control • Close • Dribble • Roll • Skills • Bounce • Control • Explore • Swap • Teamwork

Implementation Phase									
Year Group:		Two		Unit:	Basketball				
<u>Prior Learning Required - Year One Progression Map Objectives:</u> • Explore different ways to use, move and send the ball. • Develop skills such as sending an object to a target, catching, receiving, rolling, pushing, throwing and basic ball control. • Demonstrate a basic underarm throwing action with control and accuracy. • Understand the concept of moving to get in line with the ball to receive it. • Describe why being active and playing games is good for you.									
<u>National Curriculum Links</u>		• 1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. • 1b: Participate in team games, developing simple tactics for attacking and defending.			<u>Pillars of Progression</u>		• Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates.		
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)		• Step 1: To move with a ball. • Step 2: To move with a ball under control. • Step 3: To throw a ball high, low, fast and slow. • Step 4: To catch with some control. • Step 5: To move towards a goal to defend it. • Step 6: To compete against others trying to score.			<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)		<u>Declarative Knowledge:</u> • React to situations to make it difficult for opponents – using simple tactics. • Understand and describe changes to your heart rate when playing a game. <u>Procedural Knowledge:</u> • Throw and catch the ball with increasing control, and throw the ball in different ways e.g. fast, slow, high, low (mastering basic throwing technique). • Perform a range of actions with the ball keeping it under control. • Show good awareness of others when playing games. <u>Wellbeing and Wider Development:</u> • Begin to understand the importance of preparing safely and carefully for exercise – warming up/down.		
<u>Resources & Equipment</u>		• Beanbags • Small balls • Basketballs/ soft balls • Bibs • Hoops • Cones			<u>Key Vocabulary</u>		• Aim • Catch • Ready • Close • Control • Space • Explore • Pass • Teamwork • Accuracy • Rules • Score		

Implementation Phase							
Year Group:		Three		Unit:		Cricket	
Prior Learning Required – Year Two Progression Map Objectives: • Show good awareness of others when playing games. • Develop fundamental movement skills, becoming increasingly confident and competent. • Perform a range of actions with control including catching, gathering, and hitting a ball with increasing accuracy. • Throw/hit a ball in different ways e.g. high, low, fast, slow. • React to situations in ways that make it difficult for opponents, applying simple tactics like hitting the ball into space to help score more points. • Begin to understand the importance of preparing safely for exercise – warming up. • Recognise what is successful.							
National Curriculum Links		• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			Pillars of Progression		• Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)		• Step 1: Throw a ball with increasing accuracy and distance. • Step 2: Catch a ball with increasing consistency. • Step 3: Successfully hit a ball from a tee. • Step 4: Hit a ball with correct technique. • Step 5: Choose fielding skills to make it difficult for an opponent. • Step 6: Work well as part of a team.		Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)		Declarative Knowledge: • Understand the link between heart rate and breathing when exercising. Procedural Knowledge: • Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy. • Throw a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique. • Intercept and stop the ball consistently. • Employ simple tactics, particularly when fielding to make it harder for the batter. Wellbeing and Wider Development: • Identify what you need to practise improving your performance. • Devise suitable warm up activities for upcoming activities. • Work well as part of a team. • Manage emotions when things go wrong.	
Resources & Equipment		• Cones • Balls • Bats • Hoops • Wickets • Beanbags		Key Vocabulary		• Batting • Control • Feeder • Fielder • Grip • Score • Wickets • Communication • Long Barrier • Striking • Teamwork • Underarm • Wicket Keeper • Bowler • Position • Technique	

Implementation Phase					
Year Group:	Four	Unit:	Cricket		
Prior Learning Required – Year Three Progression Map Objectives: • Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy. • Throw a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique. • Intercept and stop the ball consistently. • Work well as part of a team, employing simple tactics, particularly when fielding to make it harder for the batter. • Identify what you need to practise improving your performance. • Understand the link between heart rate and breathing when exercising. • Devise suitable warm up activities for upcoming activities.					
National Curriculum Links	• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		Pillars of Progression	• Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.	
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	• Step 1: Run, jump and catch in combination. • Step 2: Catch a ball with good control. • Step 3: To understand the rules of cricket. • Step 4: Hit a ball towards a target. • Step 5: Use space when fielding to make it difficult for opponents. • Step 6: Participate in modified competitive games, showing good teamwork.		Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	Declarative Knowledge: • Explain the tactics you have used in games. • Explain good performances.	
				Procedural Knowledge: • Show control, coordination and consistency when throwing and catching a ball. • Hit a ball with increasing control from a tee and progress to without a tee. • Take up spaces/positions that make it difficult for the opposition. • Chose fielding skills which make it difficult for your opponent.	
				Wellbeing and Wider Development: • Communicate, collaborate, and compete with others. • Follow the rules of the game. • Recognise what you do well and what you find difficult.	
Resources & Equipment	• Cones • Balls • Bats	• Hoops • Wickets • Beanbags	Key Vocabulary	• Fielding • Fielder • Wickets • Communication	• Striking • Teamwork • Underarm • Wicket keeper • Skill • Technique • Points • Swing • Tournament • Compare • Evaluate • Discuss • Free Space

Implementation Phase				
Year Group:	Five	Unit:	Cricket	
Prior Learning Required – Year Four Progression Map Objectives: • Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy. • Throw a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique and increasing control. • Intercept and stop the ball consistently. • Work well as part of a team, employing simple tactics, particularly when fielding to make it harder for the batter. • Communicate, collaborate, and compete with others, following the rules of the game. • Chose both fielding and striking skills which make it difficult for your opponent. Explain the tactics you have used in games. • Show control, coordination and consistency when throwing and catching a ball.				
National Curriculum Links	• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
Pillars of Progression	• Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.			
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	• Step 1: To throw and bowl in different ways. • Step 2: To play a drive shot successfully. • Step 3: To play a block shot when appropriate. • Step 4: To stop a ball when fielding. • Step 5: To choose effective positions when fielding. • Step 6: To participate in team games against others.	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	Declarative Knowledge: • Choose skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding). • Watch and evaluate the success of games and good performance. • Understand how physical activity can contribute to a healthy lifestyle and explain how your body reacts and feels when taking part in physical activity.	
Resources & Equipment	• Cones • Balls • Bats		Procedural Knowledge: • Develop control and technique whilst performing skills at speed and showing good awareness of others in game situations. • Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs.	
Key Vocabulary	• Wickets • Wicket Keeper • Positions • Outfield • Skill • Crease		Wellbeing and Wider Development: • Create short warm up routines that follow basic principles e.g. raising body temperature, mobilise joints and muscles. • Work as part of a team, adapting games and activities making sure everyone has a role to play.	
	• Marker spots • Wickets			
	• Technique • Awareness • Forward Defence • Tactics • Fast Bowl			

Implementation Phase				
Year Group:	Six	Unit:	Cricket	
Prior Learning Required – Year Five Progression Map Objectives: - Develop control and technique whilst performing skills at speed and showing good awareness of others in game situations. - Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs. - Work as part of a team, adapting games and activities making sure everyone has a role to play. - Choose skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding). - Watch and evaluate the success of games and good performance. - Understand how physical activity can contribute to a healthy lifestyle and explain how your body reacts and feels when taking part in physical activity. - Create short warm up routines that follow basic principles e.g. raising body temperature, mobilise joints and muscles.				
National Curriculum Links	2a: Use running, jumping, throwing, and catching in isolation and in combination. 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
Pillars of Progression	- Continued progress of Motor Competence. - Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.			
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	- Step 1: To retrieve, catch, intercept, and stop a ball when fielding. - Step 2: To play shots that allow the ball to be hit to different areas of the field into spaces. - Step 3: To bowl overarm. - Step 4: To use skills and tactics to outwit opponents when fielding. - Step 5: To use skills and tactics to outwit opponents when batting. - Step 6: To participate in competitive games.	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	Declarative Knowledge: Identify spaces and understand the tactic of hitting into gaps.	
Resources & Equipment	- Cones - Balls - Bats		Procedural Knowledge: - Perform skills, including retrieve, intercept and stop a ball, with accuracy, confidence, and control. - Bowl using an overarm technique, beginning to vary speed and length of delivery. - Use skills and tactics to outwit opponents when fielding, bowling, and batting. - Work as part of a team that covers the areas to make it hard for the batter to score runs. - Use tactics that involve bowlers and fielders working together.	
Key Vocabulary	- Wicket Keeper - Crease - Outfield - Fast bowl - Technique		Wellbeing and Wider Development: - Learn how to evaluate and recognise your own success and areas for improvement. - Develop an understanding of how to improve in different physical activities and sports. - Adapt games and activities making sure everyone has a role to play.	
	- Tournament - Awareness - Bowling - Tactics - Run up		- Straight drive - Block - Bowled out - Quality	

Implementation Phase								
Key Stage:	EYFS	Unit:	Dance					
<u>Prior Learning Recommended – DfE Guidance (not statutory)</u>								
<u>0 to 3 Years – Pre-Nursery:</u> - Gradually gain control of their whole body through the continual practice of large movements, such as – waving, kicking, rolling, crawling, walking. - Clap and stamp to music. - Spin, roll and independently use ropes and swings (for example, tyre swings). - develop friendships with other children.		<u>3 to 4 Years – Nursery:</u> - Show more confidence in new social situations. - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Use large muscle movements to wave flags and streamers, paint and make marks. - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.						
<u>Early Learning Goals</u>	- Negotiate space and obstacles safely, with consideration for themselves and others. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.. - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. - Demonstrate strength, balance and coordination when playing. - Form positive attachments to adults and friendships with peers.		<u>Pillars of Progression</u>	- Development of Motor Competence and Fundamental Movement Skills. - Being safe and kind when touching equipment and classmates.				
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	- Step 1: To move in different ways - Step 2: To copy actions from a teacher - Step 3: To move to the music - Step 4: To copy actions from a partner - Step 5: To create your own actions and movements - Step 6: To show emotions and expressions		<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> - Understand the concept of playing characters and taking on different roles and perform in character to the music. <u>Procedural Knowledge:</u> - Explore different movements – keeping good balance and coordination. - Show different emotions, impressions and expressions depending on the stimuli. - Listen to the music and move in time with it. - Work well with a partner, copying and mirroring movements. - Work well with others.				
<u>Resources & Equipment</u>	- Music player & music - Ribbons - Hoops	- Beanbags - Marker spots - Cones	<u>Key Vocabulary</u>	<table><tr><td> - Teamwork - Music - Movement </td><td> - Count - Together - Counting </td><td> - Create - Ideas - Dance </td><td> - Impression - Mirror - Character </td></tr></table>	- Teamwork - Music - Movement	- Count - Together - Counting	- Create - Ideas - Dance	- Impression - Mirror - Character
- Teamwork - Music - Movement	- Count - Together - Counting	- Create - Ideas - Dance	- Impression - Mirror - Character					

Implementation Phase					
Year Group:	One	Unit:	Dance		
Prior Learning Required - EYFS Progression Map Objectives: - Explore and copy basic body actions and rhythms. - Negotiate space confidently, using appropriate strategies. - Use their bodies to respond to stories, topics, and music.					
National Curriculum Links	1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. 1c: Perform dances using simple movement patterns.		Pillars of Progression	- Development of Motor Competence and Fundamental Movement Skills. - Making safe decisions in contact with equipment and classmates.	
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	- Step 1: To move changing direction and speed - Step 2: To move with control - Step 3: To work individually and with others - Step 4: To move to music showing expressive qualities of dance - Step 5: To create linked movement phrases - Step 6: To participate in a performance		Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	Declarative Knowledge: Describe what it feels like to breathe quickly during exercise.	
				Procedural Knowledge: - Move confidently and safely in your own and general space, using changes of speed, level and direction. - Perform movement phrases using a range of different body actions and body parts – with control and accuracy. - Create linked movements, combining different ways of travelling, with beginnings, middles and ends.	
				Wellbeing and Wider Development: - Respond imaginatively to a range of stimuli. - Describe what they have done or seen others doing. - Watch a performance and describe what you enjoyed.	
Resources & Equipment	- Hoops - Ribbons - Balls - Mats - Music player/ Music		Key Vocabulary	- Actions - Beat - Character - Copy - Count - Create - Dance - Direction - Imagination - Move - Performance - Position	

Implementation Phase				
Year Group:	Two	Unit:	Dance	
Prior Learning Required - Year One Progression Map Objectives: - Respond imaginatively to a range of stimuli. - Move confidently and safely in your own and general space, using changes of speed, level and direction. - Perform movement phrases using a range of different body actions and body parts – with control and accuracy. - Create linked movements, combining different ways of travelling, with beginnings, middles and ends. - Describe what it feels like to breathe quickly during exercise. - Describe what they have done or seen others doing. - Understand why being active and playing games is good for you.				
National Curriculum Links	1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. 1c: Perform dances using simple movement patterns.		Pillars of Progression	- Development of Motor Competence and Fundamental Movement Skills. - Making safe decisions in contact with equipment and classmates.
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	- Step 1: To move in different ways. - Step 2: To move to music showing expressive qualities of dance. - Step 3: To repeat short dance phrases with greater control. - Step 4: To be creative and compose short dances. - Step 5: To describe a performance accurately. - Step 6: To perform with control and coordination.	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	Declarative Knowledge: Describe phrases and expressive qualities.	
			Procedural Knowledge: - Perform a range of actions and simple movement patterns with control and coordination. - Compose short dances that express and communicate mood, ideas, and feelings, varying simple compositional ideas. - Explore, remember, and repeat short dance phrases, showing greater control and spatial awareness. - Work individually and with others.	
			Wellbeing and Wider Development: - Begin to understand the importance of warming up. - Watch and describe a performance accurately. - Recognise what is successful.	
Resources & Equipment	- Hoops - Ribbons - Balls	- Mats - Music player/ Music	Key Vocabulary	- Actions - Beat - Smart - Character - Performance - Movement - Neat - Levels - Count - Practise - Imagination - Unison - Expression - Improve - Create

Implementation Phase							
Year Group:	Three	Unit:	Dance				
Prior Learning Required – Year Two Progression Map Objectives: - Perform a range of actions and simple movement patterns with control and coordination. - Compose short dances that express and communicate mood, idea, and feelings, varying simple compositional ideas. - Work individually and with others. - Describe phrases and expressive qualities. - Begin to understand the importance of warming up. - Watch and describe a performance accurately and recognise what is successful.							
National Curriculum Links	2c: Develop flexibility, strength, technique, control, and balance. 2d: Perform dances using a range of movement patterns.			Pillars of Progression	- Continued progress of Motor Competence. - Begin to understand and apply Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.		
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	- Step 1: To show fluency when moving. - Step 2: To link movement patterns together. - Step 3: Collaborate with others. - Step 4: Perform at the same time as a partner. - Step 5: Perform as various characters when moving to music. - Step 6: Communicate feelings through dance.			Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	Declarative Knowledge: Describe the effectiveness of a dance.		
					Procedural Knowledge: - Explore and create narratives in response to a stimulus. - Show control, accuracy and fluency of movement when performing actions with a partner. - Develop dance phrases using canon, unison, repetition, action/reaction, and question/answer. - Communicate what you want through your dances and perform with control. - Combine actions and maintain the quality of performance when performing at the same time as a partner.		
					Wellbeing and Wider Development: - Collaborate with others. - Evaluate the quality of a dance. - Show determination to improve your performance.		
Resources & Equipment	- Speaker - Cones - Marker spots	Key Vocabulary	- Count - Tutting - Unison	- Audience - Canon - Choreography	- Level - Fluency - Control	- Performance - Phrase - Position	- Emotions - Expressions - Rhythm

Implementation Phase				
Year Group:	Four	Unit:	Dance	
Prior Learning Required – Year Three Progression Map Objectives: • Explore and create narratives in response to a stimulus. • Show control, accuracy and fluency of movement when performing actions with a partner. • Develop dance phrases using canon, unison, repetition, action/reaction, and question/answer. • Communicate what you want through your dances and perform with control. • Combine actions and maintain the quality of performance when performing at the same time as a partner. • Describe and evaluate the effectiveness and quality of a dance. • Collaborate with others.				
National Curriculum Links	• 2c: Develop flexibility, strength, technique, control, and balance. • 2d: Perform dances using a range of movement patterns.		Pillars of Progression	• Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	• Step 1: To move using a range of patterns. • Step 2: To link movement patterns together showing consistency. • Step 3: Work on your own, with a partner and in a group. • Step 4: Create, practise, and perform more complex dances. • Step 5: To experiment with speed, tension and continuity. • Step 6: To perform actions with clarity of movement.	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	Declarative Knowledge: • Be able to describe your own dance, taking characters into account. • Understand the link between heart rate and breathing when exercising.	
			Procedural Knowledge: • Perform dances using a range of movement patterns – accurately, fluently, consistently and with control. • Use different compositional ideas to create motifs incorporating unison, canon, action, and reaction. • Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group.	
			Wellbeing and Wider Development: • Work well as part of a team. • Explore and create characters and narratives in response to a range of stimuli. • Identify what they need to practise to improve their dance.	
Resources & Equipment	• Speaker • Cones • Marker spots	Key Vocabulary	• Performance • Phrase • Control • Emotions • Timing • Canon • Unison • Expressions • Rehearse • Rhythm • Routine • Choreography • Fluency • Health & Fitness • Pose	

Implementation Phase			
Year Group:	Five	Unit:	Dance

Prior Learning Required – Year Four Progression Map Objectives:

- Explore and create characters and narratives in response to a range of stimuli.
- Perform dances using a range of movement patterns – accurately, fluently, consistently and with control.
- Use different compositional ideas to create motifs incorporating unison, canon, action, and reaction.
- Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group.
- Work well as part of a team.
- Be able to describe your own dance, taking characters into account as well as Identifying what they need to practise to improve their dance.
- Understand the link between heart rate and breathing when exercising.

<u>National Curriculum Links</u>	• 2c: Develop flexibility, strength, technique, control, and balance. • 2d: Perform dances using a range of movement patterns.		
<u>Pillars of Progression</u>	• Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.		
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	• Step 1: To be inspired by music and different stimuli. • Step 2 To move showing expressive qualities. • Step 3: To dance using a range of movement patterns. • Step 4: To create and structure sections of dance. • Step 5: To work as part of a team. • Step 6: To perform to an audience.	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> • Work effectively as part of a team. • Explain how their bodies reacts and feels when taking part in different activities and undertaking different roles.
<u>Resources & Equipment</u>	• Music & music player • Cones • Marker spots		<u>Procedural Knowledge:</u> • Continue to develop a broader range of skills and movement patterns, exploring and practicing movement ideas inspired by a stimulus. • Use basic compositional principles when creating dances – combining movements fluently and effectively. • Perform a range of movements accurately with a sense of rhythm. • Create and structure dance motifs, phrases, and sections of dances, developing expressive qualities.
<u>Key Vocabulary</u>	• Emotions • Expressions • Rehearse • Unison • Canon • Choreography		<u>Wellbeing and Wider Development:</u> • Identify which aspects were performed consistently, accurately, fluently, and clearly and be able to provide feedback. • Respect different abilities of others.
	• Fluency • Tutting • Routine • Together • Tutting • Question & Answer		

Implementation Phase				
Year Group:	Six	Unit:	Dance	
Prior Learning Required – Year Five Progression Map Objectives: - Continue to develop a broader range of skills and movement patterns, exploring and practicing movement ideas inspired by a stimulus. - Use basic compositional principles when creating dances – combining movements fluently and effectively. - Perform a range of movements accurately with a sense of rhythm. - Create and structure dance motifs, phrases, and sections of dances, developing expressive qualities. - Identify which aspects were performed consistently, accurately, fluently, and clearly and be able to provide feedback. - Work effectively as part of a team. - Explain how their bodies reacts and feels when taking part in different activities and undertaking different roles.				
National Curriculum Links	2c: Develop flexibility, strength, technique, control, and balance. 2d: Perform dances using a range of movement patterns.			
Pillars of Progression	- Continued progress of Motor Competence. - Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.			
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	- Step 1: To move in a way that reflects the music. - Step 2 To show ideas through dance. - Step 3: To combine movements fluently. - Step 4: To apply basic compositional principles when creating dances. - Step 5: To share ideas in groups to create a routine. - Step 6: To perform with rhythm and confidence.	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	Declarative Knowledge: Understand and explain dance concepts such as canon, levels and unison.	
Resources & Equipment	Music & music player		Procedural Knowledge: - Move in a way that reflects the music. - Perform dances in both canon and unison, with clarity and confidence. - Explore and practise movement ideas inspired by a stimulus. - Explore, improvise, and combine movement ideas fluently and effectively. - Perform movements to an audience with rhythm and confidence.	
	- Imaginative - Emotive - Expressive - Rehearse - Choreography - Pace		Wellbeing and Wider Development: - Share ideas in small groups, working together to create a routine incorporating different elements. - Use imagination to develop dances to music and develop expressive qualities.	
Key Vocabulary	- Question & Answer - Confidence - Experiment - Formation - Intensity			

Implementation Phase				
Year Group:	One	Unit:	Dodgeball	
<u>Prior Learning Required - EYFS Progression Map Objectives:</u> - Showing increased control when catching a ball. - Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it. - Moves freely and with pleasure and confidence in a range of skilful ways. - Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment.				
<u>National Curriculum Links</u>	1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. 1b: Participate in team games, developing simple tactics for attacking and defending.		<u>Pillars of Progression</u>	- Development of Motor Competence and Fundamental Movement Skills. - Making safe decisions in contact with equipment and classmates..
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	- Step 1: To move in different ways. - Step 2: To roll a ball. - Step 3 To move the ball in different ways. - Step 4 To receive a ball successfully. - Step 5; To throw the ball overarm and underarm. - Step 6: To play games using skills learnt.	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> - Talk about and develop movement skills needed in games. - Understand and describe changes to their heart rate when playing a game.	
			<u>Procedural Knowledge:</u> - Show control of a ball with basic actions. Develop and practise ball handling skills. - Move the ball in different ways, Practising throwing using overarm and underarm techniques. - Roll a ball with some accuracy. - Develop fundamental movement skills, becoming increasing confident.	
			<u>Wellbeing and Wider Development:</u> - Recognise what is successful. - Try new movements without worrying about mistakes.	
<u>Resources & Equipment</u>	- Soft balls - Tennis balls - Large balls - Cones	- Benches - Hoops - Marker spots	<u>Key Vocabulary</u>	- Accuracy - Aim - Ball Control - Bounce - Control - Hands ready - Heart - React - Roll - Rolling - Rules - Scoring - Smash - Success - Target - Teamwork

Implementation Phase								
Year Group:	Two	Unit:	Dodgeball					
<u>Prior Learning Required - Year One Progression Map Objectives:</u> • Show control of a ball with basic actions. Develop and practise ball handling skills. • Move the ball in different ways, practising throwing using overarm and underarm techniques. • Roll a ball with some accuracy. • Recognise what is successful. • Develop fundamental movement skills, becoming increasing confident. • Understand and describe changes to their heart rate when playing a game. • Talk about and develop movement skills needed in games.								
<u>National Curriculum Links</u>	• 1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. • 1b: Participate in team games, developing simple tactics for attacking and defending.		<u>Pillars of Progression</u>	• Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates.				
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	• Step 1: To move in different ways, changing speed and direction. • Step 2: To increase accuracy when throwing using overarm and underarm technique. • Step 3: To move quickly. • Step 4: To send a ball at different speeds. • Step 5: To catch a ball. • Step 6: To compete in games.	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> • Describe what you have done, or seen others doing.					
			<u>Procedural Knowledge:</u> • Develop movement skills relevant to games i.e. dodging. • Develop catching and striking skills. • Pass/Send a ball, with increasing control, at different speeds – fast/slow. • Employ simple tactics. • Develop problem solving and decision-making strategies.					
			<u>Wellbeing and Wider Development:</u> • Engage in competitive physical games. • Begin to understand the importance of preparing safely for exercise – warming up.					
<u>Resources & Equipment</u>	• Soft balls • Tennis balls • Large balls • Cones	• Benches • Hoops • Marker spots	<u>Key Vocabulary</u>	<table><tr><td> • Dodge • Throw • Catch </td><td> • Bounce • Speed • Hands ready • Underarm </td><td> • Teamwork • React • Pass • Roll </td><td> • Reaction time • Control • Aiming • Target </td></tr></table>	• Dodge • Throw • Catch	• Bounce • Speed • Hands ready • Underarm	• Teamwork • React • Pass • Roll	• Reaction time • Control • Aiming • Target
• Dodge • Throw • Catch	• Bounce • Speed • Hands ready • Underarm	• Teamwork • React • Pass • Roll	• Reaction time • Control • Aiming • Target					

Implementation Phase							
Year Group:		Three		Unit:		Dodgeball	
Prior Learning Required – Year Two Progression Map Objectives: • Develop movement skills relevant to games i.e. dodging. • Develop catching and striking skills. • Pass/Send a ball, with increasing control, at different speeds – fast/slow. • Engage in competitive physical games, employing simple tactics. • Develop problem solving and decision-making strategies. • Begin to understand the importance of preparing safely for exercise – warming up. • Describe what you have done, or seen others doing.							
National Curriculum Links		• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			Pillars of Progression • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.		
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)		• Step 1: To throw the ball underarm. • Step 2: To develop striking skills. • Step 3: To move in different ways – at speed. • Step 4: To catch a ball at different heights. • Step 5: To use tactics to win games. • Step 6: To participate in dodgeball games.		Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)		Declarative Knowledge: • Understand how finding space can help in game situations. • Begin to understand why you get hotter when you exercise and play games. Procedural Knowledge: • Improve consistency when catching a ball at different heights. • Show control when moving at speed. • Move the ball in different ways, with increasing accuracy and control. Use a range of skills and tactics to win games. Wellbeing and Wider Development: • Identify what you do best and what you find difficult. • Explain what success you have seen in games, and how individuals and teams achieved it.	
Resources & Equipment		• Soft balls • Cones • Marker spots • Tall cones • Bibs • Hoops		Key Vocabulary		• Accuracy • Aim • Control • Space • React • Target • Teamwork • Strike • Compete • Dodge • Pass • Overarm • Speed • Duck • Movement • Underarm	

Implementation Phase							
Year Group:	Four		Unit:	Dodgeball			
<u>Prior Learning Required – Year Three Progression Map Objectives:</u> • Improve consistency when catching a ball at different heights. • Show control when moving at speed. • Move the ball in different ways, with increasing accuracy and control. Use a range of skills and tactics to win games. • Understand how finding space can help in game situations. • Begin to understand why you get hotter when you exercise and play games. • Identify what you do best and what you find difficult. • Explain what success you have seen in games, and how individuals and teams achieved it.							
<u>National Curriculum Links</u>	• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			<u>Pillars of Progression</u>	• Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.		
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	• Step 1: To move the ball quickly. • Step 2: To develop side shot throw. • Step 3: To move in different ways – at speed. • Step 4: To use body positioning and control to help when catching. • Step 5: To discuss and apply tactics needed in dodgeball games. • Step 6: To participate in dodgeball games using skills learnt.			<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> • Describe how your body feels when you are warming up and playing games. • Explain the importance of using space in games.		
					<u>Procedural Knowledge:</u> • Get in good positions to throw and receive the ball. • Find and use space in game situations. • Send a ball with accuracy, control, and consistency, whilst moving at different speeds. • Practise and improve the underarm throw and side shot throw. • Participate in games using skills learnt in previous lessons, including striking, dodging and ball handling skills.		
					<u>Wellbeing and Wider Development:</u> • Evaluate your own performance. • Describe skills you need to improve your play. • Value contributions from all members of a group.		
<u>Resources & Equipment</u>	• Soft balls • Cones • Marker spots	• Tall cones • Bibs • Hoops	<u>Key Vocabulary</u>	• Aim • Explore • Heart Rate	• Dodge • Pass • React	• Strike • Communicate • Position	• Side shot • Overarm

Implementation Phase			
Year Group:	Five	Unit:	Dodgeball

Prior Learning Required – Year Four Progression Map Objectives:

- Get in good positions to throw and receive the ball.
- Send a ball with accuracy, control, and consistency, whilst moving at different speeds.
- Practise and improve the underarm throw and side shot throw.
- Participate in games using skills learnt in previous lessons, including striking, dodging and ball handling skills.
- Describe how your body feels when you are warming up and playing games.
- Evaluate your own performance and describe skills you need to improve your play.
- Find and use space in game situations and explain the importance in this tactic.

<u>National Curriculum Links</u>	• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		
<u>Pillars of Progression</u>	• Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.		
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	• Step 1: To throw a ball at a moving target. • Step 2: To increase the pace of a side shot. • Step 3: To play catching games. • Step 4: To move quickly with control. • Step 5: To participate in games fairly. • Step 6: To use peer evaluation to discuss strategies and tactics and apply these to your own game.		<u>Declarative Knowledge:</u> • Understand the importance of quick reactions in dodgeball. • Develop an understanding of how to improve when playing games. • Understand how the muscles work.
	<u>Resources & Equipment</u> • Cones • Soft dodgeballs • Bibs • Tall Cones • Marker Spots		<u>Procedural Knowledge:</u> • Apply appropriate skills and tactics in game situations. • Move quickly (dodge) with good control. • Improve control when moving at speed. • Increase accuracy and consistency of throws, including a side shot throw, towards a moving target.
	<u>Key Vocabulary</u> • Communicate • Accelerate • Side shot • Defend • Agility • Balance • Coordinate • React • Attack • Accurate		<u>Wellbeing and Wider Development:</u> • Participate in games fairly, following the rules. • Show good teamwork. • Lead small groups with confidence.

Implementation Phase					
Year Group:	Six	Unit:	Dodgeball		
Prior Learning Required – Year Five Progression Map Objectives: • Participate in games fairly, following the rules. Show good teamwork. • Apply appropriate skills and tactics in game situations. • Move quickly (dodge) with good control. Improve control when moving at speed. • Increase accuracy and consistency of throws, including a side shot throw, towards a moving target. • Understand the importance of quick reactions in dodgeball. • Develop an understanding of how to improve when playing games. • Understand how the muscles work.					
National Curriculum Links	• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.				
Pillars of Progression	• Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.				
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	• Step 1: To throw a ball with accuracy and pace. • Step 2: To use the most appropriate throwing technique for the situation. • Step 3: To catch a ball at different heights and speed. • Step 4: To dodge a ball by jumping, galloping and jockeying. • Step 5: To participate in competitive games. • Step 6: To discuss and apply tactics in games.		Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	Declarative Knowledge: • Explain how physical activity can help contribute to a healthy lifestyle.	
Resources & Equipment	• Cones • Bibs	• Tall Cones • dodgeball		• Marker Spots	Procedural Knowledge: • Successfully catch a ball at different heights. • Demonstrate a variety of different throwing techniques with good accuracy, pace, and consistency. • Use different ways to dodge the ball (jump, gallop, jockey.) • Use appropriate tactics in games and discuss and apply strategies needed to win.
Key Vocabulary	• Communicate • Accelerate • Accurate • Side shot	• Agility • Balance • Coordinate • Strike		• React • Attack & defend • Track	Wellbeing and Wider Development: • Evaluate a performance, providing constructive feedback. • Take part in competitive games, playing fairly and working cooperatively as part of a team.

Implementation Phase			
Year Group:	One	Unit:	Football

Prior Learning Required - EYFS Progression Map Objectives:

- Showing increased control when catching a ball.
- Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it.
- Moves freely and with pleasure and confidence in a range of skilful ways.
- Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment.

<u>National Curriculum Links</u>	• 1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. • 1b: Participate in team games, developing simple tactics for attacking and defending.	<u>Pillars of Progression</u>	• Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates.
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	• Step 1: To move into space. • Step 2: To move with and without a ball. • Step 3: To roll, kick, and carry a ball. • Step 4: To stop a ball. • Step 5: To change direction when moving. • Step 6: Use skills in games.	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> • Describe what it feels like to breath quickly during exercise. <u>Procedural Knowledge:</u> • Explore different ways to use and move with a ball. Show control of a ball with basic actions. • Send/ pass a ball and successfully catch/stop a ball. • Move fluently, changing direction and speed. Develop fundamental movement skills, becoming increasingly confident and competent. • Use skills in different ways when playing games. • Recognise space in games and use it to your advantage. <u>Wellbeing and Wider Development:</u> • Describe what you have done, or seen others doing. • Show kindness and take turns when playing with others.
<u>Resources & Equipment</u>	• Beanbags • Small balls • Footballs / soft balls • Cones • Balls • Bibs • Hoops	<u>Key Vocabulary</u>	• Ball Control • Control • Coordination • Direction • Dribble • Movement • Partner • Rules • Space

Implementation Phase				
Year Group:	Two	Unit:	Football	
Prior Learning Required – Year One Progression Map Objectives: • Explore different ways to use and move with a ball. Show control of a ball with basic actions. • Send/ pass a ball and successfully catch/stop a ball. • Move fluently, changing direction and speed. Develop fundamental movement skills, becoming increasingly confident and competent. • Use skills in different ways when playing games. • Recognise space in games and use it to your advantage. • Describe what you have done, or seen others doing. • Describe what it feels like to breath quickly during exercise.				
<u>National Curriculum Links</u>	• 1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. • 1b: Participate in team games, developing simple tactics for attacking and defending.		<u>Pillars of Progression</u>	• Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates.
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	• Step 1: To move into space showing awareness of others. • Step 2: To move with control. • Step 3: To pass/receive a ball with control. • Step 4: To dribble a ball with feet. • Step 5: To move towards a goal to defend it. • Step 6: To compete against others trying to score.	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> • Understand and describe changes to your heart rate when playing a game.	
			<u>Procedural Knowledge:</u> • Participate in team games – showing good awareness of others. • Use actions and ideas you have seen to improve your own skills. • Pass a ball with control. • Show control when moving, changing speed and direction, both with and without a ball. • Develop fundamental movement skills, becoming increasingly confident and competent. • Perform a variety of skills keeping the ball under control.	
			<u>Wellbeing and Wider Development:</u> • Recognise what is successful. • Show understanding when others find things difficult.	
<u>Resources & Equipment</u>	• Beanbags • Small balls • Footballs / soft balls	• Cones • Bibs • Hoops	<u>Key Vocabulary</u>	• Aim • Attack • Control • Speed • Coordination • Turn • Space • Rules • Teamwork • Shooting • Passing • Dribble • Defend • Movement

Implementation Phase									
Year Group:	One			Unit:	Gymnastics – Unit Two				
Prior Learning Required – Unit One Progression Maps Objectives: • To move with purpose and accuracy. • To copy, create and explore different ways of travelling and link a range of movements and shapes, safely. • To develop balance and coordination. • Learn and develop the quality of an egg roll. • Perform basic jumps with quality and control. • Work well with a partner. • Remember and repeat sequences of gymnastic actions.									
National Curriculum Links	• 1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. • 1c: Perform dances using simple movement patterns.				Pillars of Progression	• Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates.			
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	• Step 1: To travel in different ways. • Step 2: To link movement and shapes. • Step 3: To balance on some large body parts. • Step 4: To land safely when jumping. • Step 5: To use different pieces of equipment and apparatus. • Step 6: To work well with a partner.			Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	Declarative Knowledge: • Understand why balance is important in lots of different sports and games.				
	Procedural Knowledge: • Safely demonstrate flowing movement when travelling in different ways. • Learn and develop the quality of a log roll. • Copy, create movement phases. • Jump and Land safely, and with control, when performing off the floor and apparatus. • Explore large point balances including the shoulder stand. • Create floor and apparatus sequences on your own and with a partner. • Perform and link movements with control using a range of body actions and body parts. • Remember and repeat sequences of gymnastic actions.								
Resources & Equipment	• Apparatus such as hoops, balls, ribbons, frame, platforms • Cones • Gymnastic mats • Marker spots • Benches • Whiteboards and pens				Wellbeing and Wider Development: • Watch a performance and describe what you enjoyed. • Describe what you enjoy about gymnastics. • Copy and hold simple shapes and positions.				
Key Vocabulary	• Movement • Travelling	• Tuck • Mirroring	• Arch • Jumping	• Dish • Linking	• Apparatus • Individual	• Forwards • Backwards	• Straight • Star	• Rolls • Balance	• Landing Technique • Performance

Implementation Phase								
Year Group:		Two		Unit:		Gymnastics – Unit Two		
Prior Learning Required – Unit One Progression Maps Objectives: • Demonstrate quality of movement when standing and stepping. • Explore small point balances. • Develop balance and coordination. • Learn and develop the quality of the cat, split and stag leap. • Work with others to further develop the quality of rolling and learn a Teddy Bear Roll. • Remember and repeat a range of gymnastics actions with control and precision. • Land safely and with control when creating shape jumps off the floor and apparatus. • Experiment with different pieces of hand apparatus and link with gymnastics travelling.								
National Curriculum Links		• 1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. • 1c: Perform dances using simple movement patterns.			Pillars of Progression		• Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates.	
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)		• Step 1: To move smoothly with control • Step 2: To link stepping with other elements. • Step 3: To jump with control. • Step 4: To balance on large and small body parts. • Step 5: To roll with others. • Step 6: To create sequences with a partner.			Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)			Declarative Knowledge: • Understand the importance of travelling and transitioning with quality and purpose. • Understand and describe changes in heart rate when active.
								Procedural Knowledge: • Demonstrate flowing movement, changing the dynamics of movement through different levels and directions. • Combine different ways of travelling with control. • Develop flexibility, strength and coordination. • Continue to develop a range of gymnastic elements, including small and large point balances and rolls. • Land safely and with control when performing jumps off the floor and apparatus. • Create floor and apparatus sequences on your own and with a partner showing quality of movements.
								Wellbeing and Wider Development: • Take part with enthusiasm in all activities. • Control movements with increasing coordination.
Resources & Equipment		• Gymnastic mats • Apparatus such as benches, platforms, tables, frame etc.			• Cones • Hoops, Ribbons, Balls. • Beanbags • Music player/ music.			Key Vocabulary
					• Stepping • Body Control • Reflection • Individual • Performance			• Unison/ Canon • Technique • Mirroring • Apparatus
					• Explore • Routine • Sideways • Stretching			• Sissonne • Arabesque • Tension • Feedback

Implementation Phase									
Year Group:	Three			Unit:	Gymnastics – Unit Two				
Prior Learning Required – Unit One Progression Maps Objectives: - Perform a combination of actions with a change in speed, level or direction. - Perform the gymnastics actions on the floor and over, though, across and along apparatus. - Develop flexibility, strength, agility, balance, coordination and control. - Learn and develop the quality of a Front Support roll. - To perform a turn in the air whilst jumping. - Perform a range of actions with consistency, fluency and clarity of movement.									
National Curriculum Links	2c: Develop flexibility, strength, technique, control, and balance. 2d: Perform dances using a range of movement patterns.			Pillars of Progression	- Continued progress of Motor Competence. - Begin to understand and apply Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.				
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	- Step 1: To perform some partner balances. - Step 2: To travel with spinning. - Step 3: To create and experiment with sequences. - Step 4: To skip with a rope. - Step 5: To show control when linking a variety of different elements. - Step 6: To perform with others, in front of others.		Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	Declarative Knowledge: - Understand the link between heart rate and breathing when exercising. - To be able to explain the correct steps needed in a variety of different rolls.					
				Procedural Knowledge: - To learn and develop the technique of adding spinning when travelling. - To travel fluently with control and purpose. - Learn and develop the quality of a side roll. - To begin to perform partner balances. - To perform rebound jumps with some success. - Perform gymnastics skills and sequences more accurately and consistently, both on and off apparatus. - Combine actions and maintain the quality of performance when performing with a partner.					
				Wellbeing and Wider Development: - Recognise what they do well and what they find difficult. - Recognise and explain good performances. - To work well with a partner, trusting each other and sharing ideas.					
Resources & Equipment	- Skipping Ropes - Gymnastics Mats		- Large Balls - Pencils	- Markers spots - Beanbags/Quoits	- Dice - Cones	- Hoops - Apparatus - benches, tables, wall frame			
Key Vocabulary	- Stepping - Transition	- Rhythm - Levels	- Oxygen - Quality	- Cannon - Unison	- Mirror - Success	- Reflect - Spinning	- Describe - Create	- Agility - Extend	- Performance - Communicate

Implementation Phase									
Year Group:	Four			Unit:	Gymnastics – Unit Two				
Prior Learning Required – Unit One Progression Maps Objectives: - Find different ways of using shape, travel and direction. - Explore movements and creativity. - Combine actions to create sequence of movements thinking about quality and performance. - Collaborate with others. - Work well in small groups to create roll sequences, sharing ideas and listening to others. - Improve the quality of key shape jumps, turn jumps, and rebound jumps. - Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working with a partner. - Learn and develop the quality of a tuck roll to standing.									
<u>National Curriculum Links</u>	2c: Develop flexibility, strength, technique, control, and balance. 2d: Perform dances using a range of movement patterns.			<u>Pillars of Progression</u>	- Continued progress of Motor Competence. - Begin to understand and apply Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.				
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	- Step 1: To combine travelling. - Step 2: To spin on point. - Step 3: To collaborate with a partner. - Step 4: To create longer sequences of movements, shapes, balances, and rolls. - Step 5: To use different pieces of apparatus and equipment with control and purpose. - Step 6: To perform in front of others			<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> Describe the effectiveness and quality of a performance.				
					<u>Procedural Knowledge:</u> - Continue to improve the quality of leaping, and leap in different directions. - Show control, accuracy and fluency of movement when performing actions individually and with a partner. - Learn how to use skills in different ways. - Link skills to make actions and sequences of movement. - Develop balance individually and with a partner. - Work with a partner creating partner balances showing good control and strength. - Create, perform and repeat sequences that include changes of dynamics e.g., changes of level, speed or direction. - Perform a broad range of gymnastics actions on the floor and over, though, across and along apparatus.				
<u>Resources & Equipment</u>	- Cones - Benches - Pencils - Bibs - Beanbags	- Apparatus and hand apparatus; tables, wall frame, beams, balls, ribbons, hoops etc - Marker spots - Skipping ropes		<u>Wellbeing and Wider Development:</u> - Evaluate the effectiveness and quality of a performance. - Respond positively to mistakes and feedback.					
<u>Key Vocabulary</u>	- Combination - Teamwork	- Plank - Sequence	- Rhythm - Rotation	- Drive - Transition	- Communication - Controlled	- Tuck - Cushion	- Momentum - Purpose	- Rebound - Develop	

Implementation Phase			
Year Group:	Five	Unit:	Gymnastics - <i>Unit Two</i>

Prior Learning Required – Unit One Progression Maps Objectives:

- Perform more complex balances, including balances that require supporting own body weight.
- Further develop ways of travelling into and out of a roll.
- Link a range of movements with fluency and finesse.
- Perform more complex jumps and jump combinations.
- Combine and perform gymnastic actions, shapes and balances more fluently and effectively.
- Explore a range of apparatus and incorporate some into a routine.
- Perform in front of an audience confidently.

<u>National Curriculum Links</u>	2c: Develop flexibility, strength, technique, control, and balance.		
<u>Pillars of Progression</u>	• Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.		
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	• Step 1: To travel with confidence choosing different pathways and dynamics. • Step 2: To perform more complex partner balances. • Step 3: To show rhythm and creativity when working with others. • Step 4: To create complex sequences with hand apparatus. • Step 5: To show flexibility and technique when performing gymnastic elements. • Step 6: To perform in front of an audience with confidence.	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> • Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles.
<u>Resources & Equipment</u>	• Gymnastics mats. • Hand apparatus hoops and ribbons.		<u>Procedural Knowledge:</u> • Further develop and apply basic compositional ideas to the sequences they create, on and off apparatus. • Combine rolls with travel to create longer movement sequences. • Explore movements and creativity, finding different ways to use shape and symmetry. • Explore, learn and develop more complex counter and weight on partner balances. • Perform balances with good control and quality, showing good strength and balance.
<u>Key Vocabulary</u>	• Symmetry • Formation • Challenge • Linking • Performing • Fluent		<u>Wellbeing and Wider Development:</u> • Recognise parts of a performance that could be improved and explain why. • Create skipping sequences with a partner, sharing ideas and working well together. • Set simple goals for improvement.
	• Combine • Finesse • Evaluate • Cooperate • Balance • Support		
	• Flow • Quality • Agility • Coordination • Sequence • Rebound		

Implementation Phase									
Year Group:	Six			Unit:	Gymnastics - <i>Unit Two</i>				
Prior Learning Required – Unit One Progression Maps Objectives: • Explore, improvise and combine movement ideas fluently and effectively. • Link skills to make actions and longer sequences of movement. • Create large group balances up to 8 people. • Develop communication and teamwork skills, such as sharing own ideas and valuing others’ ideas. • Develop jumping as a progressive activity. • Begin to understand what vaulting is in gymnastics. • Work in a group to build sequences using apparatus. • Perform in front of an audience showing confidence, rhythm and fluency of movement.									
National Curriculum Links	2c: Develop flexibility, strength, technique, control, and balance.								
Pillars of Progression	• Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.								
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	• Step 1: To perform complex travel progressions, including floor travels. • Step 2: To show different combinations and pathways when travelling. • Step 3: To create longer routines. • Step 4: To perform high quality jumps, rolls and group balances. • Step 5: To creatively change the dynamics of a routine with a partner. • Step 6: To confidently perform in front of others and constructively feedback on others’ performances.			Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	Declarative Knowledge: • Understand and identify what makes a quality jump. • Understand long term benefits of activity.				
					Procedural Knowledge: • Complete challenges, with quality and fluency, which incorporate a variety of travelling activities. • Use combinations of dynamics using the space effectively e.g., different pathways • Develop and progress a variety of rolling techniques showing good body tension and control. • Perform key gymnastic skills with a partner, being able to change dynamics and movement concepts. • Perform a variety of jumps with strength, control and finesse. • Perform combinations of actions and movements that show clear differences between levels, speeds and direction. • Develop movement concepts through partner sequences and routines.				
					Wellbeing and Wider Development: • Provide constructive feedback about a performance. • Have discussions to help others improve their performance. • Help others improve their performance. • Perform confidently in challenging situations.				
Resources & Equipment	• Cones • Bibs • Gymnastics mats • Pencils, pens, whiteboards	• Apparatus such as platforms, benches, tables, beams • Hand apparatus – balls, hoops, ribbons							
Key Vocabulary	• Finesse • Improve • Feedback	• Humorous • Quality • Femur	• Apparatus • Fluency • Transition	• Lunge • Pathway	• Purpose • Describe	• Cooperate • Creativity	• Combination • Posture	• Competition • Observe	

Implementation Phase					
Year Group:	Three	Unit:	Handball		
Prior Learning Required – Year Two Progression Map Objectives: - Perform a range of actions with control of the ball, including throwing, catching, gathering, keeping possession, and throwing in different ways (fast, slow, high, low). - Know and show how to defend between ball and target. - Decide when and where to run, showing good awareness of others. - Choose and use simple tactics to suit different situations and apply these in small sided games. - Begin to understand some rules of the game. - Recognise what is successful and copy actions and ideas to improve your skills. - Begin to understand the importance of preparing safely and carefully for exercise – warming up.					
<u>National Curriculum Links</u>	2a: Use running, jumping, throwing, and catching in isolation and in combination. 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		<u>Pillars of Progression</u>	- Continued progress of Motor Competence. - Begin to understand and apply Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.	
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	- Step 1: To pass/ send a ball with increasing accuracy. - Step 2: To move with the ball keeping it under control. - Step 3: To pass the ball over different distances. - Step 4: To dribble the ball with control. - Step 5: To defend by marking. - Step 6: To play handball games against others.		<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> - Recognise and describe what happens to your breathing and heart rate when playing games. - Begin to understand why you get hotter when playing games. <u>Procedural Knowledge:</u> - Use a range of skills to keep possession of the ball. - Keep the ball under control, passing and receiving with increasing accuracy. - Choose space/ positions where you can receive a pass or to support a teammate. - Take up space/positions to make it difficult for your opponents. <u>Wellbeing and Wider Development:</u> - Recognise players who play well in games and give reasons why. - Identify what you do best and what you find difficult.	
<u>Resources & Equipment</u>	- Handballs - Bibs - Tennis balls	- Cones - Marker spots	<u>Key Vocabulary</u>	- Aim - Dribble - Intercept - Tactics	- Position - Receive - Skill - Court - Space - Accuracy - Power - Score - Defend - Possession - Support - Technique

Implementation Phase																							
Year Group:		Four		Unit:		Handball																	
<u>Prior Learning Required – Year Three Progression Map Objectives:</u> • Use a range of skills to keep possession of the ball. • Keep the ball under control, passing and receiving with increasing accuracy. • Choose space/ positions where you can receive a pass or to support a teammate. • Take up space/positions to make it difficult for your opponents. • Recognise players who play well in games and give reasons why. Identify what you do best and what you find difficult. • Recognise and describe what happens to your breathing and heart rate when playing games and begin to understand why you get hotter when playing games.																							
<u>National Curriculum Links</u>		• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		<u>Pillars of Progression</u>		• Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.																	
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)		<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)		<u>Declarative Knowledge:</u> • Know the rules of the game. • Develop the understanding of the importance of speed and stamina when playing invasion games. <u>Procedural Knowledge:</u> • Get into good positions to pass and receive the ball. • Pass the ball using different techniques. • Develop set moves that can be used in attacking play. • Show growing control and consistency during games. • Choose and adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score. <u>Wellbeing and Wider Development:</u> • Keep, and follow the rules of the game. • Encourage and support teammates to succeed. • Identify what skills they need to practise.																			
<u>Resources & Equipment</u>		• Handballs • Bibs • Tennis balls • Cones • Marker spots		<u>Key Vocabulary</u> <table><tr><td>• Intercept</td><td>• Technique</td><td>• Support</td><td>• Stamina</td></tr><tr><td>• Accuracy</td><td>• Score</td><td>• Cover</td><td>• Teamwork</td></tr><tr><td>• Attack</td><td>• Possession</td><td>• Mark</td><td>• Power</td></tr><tr><td>• Defend</td><td>• Set</td><td></td><td></td></tr></table>				• Intercept	• Technique	• Support	• Stamina	• Accuracy	• Score	• Cover	• Teamwork	• Attack	• Possession	• Mark	• Power	• Defend	• Set		
• Intercept	• Technique	• Support	• Stamina																				
• Accuracy	• Score	• Cover	• Teamwork																				
• Attack	• Possession	• Mark	• Power																				
• Defend	• Set																						

Implementation Phase			
Year Group:	Five	Unit:	Handball

Prior Learning Required – Year Four Progression Map Objectives:

- Get into good positions to pass and receive the ball. Pass the ball using different techniques.
- Develop set moves that can be used in attacking play.
- Show growing control and consistency during games.
- Choose and adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score.
- Know, keep, and follow the rules of the game.
- Identify what skills they need to practise.
- Develop the understanding of the importance of speed and stamina when playing invasion games.

<u>National Curriculum Links</u>	• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<u>Pillars of Progression</u>	• Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	• Step 1: To pass/ send a ball whilst on the move. • Step 2: To shoot with accuracy. • Step 3: To pass the ball over different distances whilst moving. • Step 4: To choose positions to help when attacking. • Step 5: To move with speed and purpose. • Step 6: To play modified games against others.	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> • Know when to pass and when to dribble or travel with the ball. • Explain how your body reacts and feels when you play games. • Understand how the muscles work – work by getting shorter, relax by getting longer
<u>Resources & Equipment</u>	• Handballs or similar balls • Bibs • Cones • Marker spots		<u>Procedural Knowledge:</u> • Perform skills, such as passing and shooting with accuracy, control, and confidence. • Change speed and direction to get away from a defender. • Use a variety of tactics, like use of space and positions to keep the ball. • Find ways to get the ball towards your opponent's goal.
<u>Key Vocabulary</u>	• Decision Making • Evade • Evaluate • Overhead • Track • Mark • Possession • Communicate • Loop • Technique		<u>Wellbeing and Wider Development:</u> • Watch and evaluate the success of a game. • Recognise parts of a performance that can be improve and identify practises that may help. • Suggest ideas for warming up and explain your choices.

Implementation Phase			
Year Group:	Six	Unit:	Handball

Prior Learning Required – Year Five Progression Map Objectives:

- Perform skills, such as passing and shooting with accuracy, control, and confidence.
- Change speed and direction to get away from a defender.
- Use a variety of tactics, like use of space and positions to keep the ball.
- Find ways to get the ball towards your opponent's goal, knowing when to pass, when to dribble or travel with the ball.
- Watch and evaluate the success of a game, whilst recognising parts of a performance that could be improved and identifying practises that will help.
- Suggest ideas for warming up and explain your choices.
- Explain how your body reacts and feels when you play different games and understand how the muscles work – work by getting shorter, relax by getting longer.

<u>National Curriculum Links</u>	2a: Use running, jumping, throwing, and catching in isolation and in combination. 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			<u>Pillars of Progression</u>	- Continued progress of Motor Competence. - Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	- Step 1: To pass/ send a ball whilst moving at speed. - Step 2: To shoot whilst under pressure. - Step 3: To pass and shoot the ball over different distances whilst moving at speed. - Step 4: To decide on ways to attack during games. - Step 5: To decide on ways to defend during games. - Step 6: To play handball games against others.		<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> - Understand there are different ways to defend. - Understand there are different ways to attack as a team. - Know how handball helps your fitness and health. - Know what makes a good warm down e.g. it calms the body, prevents stiffness, settles the mind.	
<u>Resources & Equipment</u>	- Handballs or similar size balls - Bibs - Cones - Marker spots			<u>Procedural Knowledge:</u> - Develop control whilst performing skills at speed. - Combine and perform skills with control, adapting them to meet the needs of the situation. - Choose and apply a range of tactics and strategies when both attacking and defending.	
<u>Key Vocabulary</u>	- Block - Distance - Dummy - Fitness	- Improve - Perform - Evaluate - Feedback		- Health - Recover - Assist - Overhead	<u>Wellbeing and Wider Development:</u> - Give feedback to individual, team and your own performance, describing the best points, suggesting how to improve, and commenting on techniques and tactics. - Demonstrate resilience when competing.

Implementation Phase									
Year Group:		Three		Unit:		Hockey			
<u>Prior Learning Required – Year Two Progression Map Objectives:</u> • Perform a range of skills with control of the ball. • Pass a ball with control and increasing accuracy and consistency. • Develop fundamental movement skills, becoming increasingly confident and competent, moving fluently, changing direction and speed – with and without a ball. • Choose and use simple tactics to suit different situations in small sided games. React to situations in ways that make it difficult for opponents. • Understand and follow the rules of the game. • Watch and describe a performance accurately. Recognise what is successful. • Understand and describe changes to your heart rate when playing a game.									
<u>National Curriculum Links</u>		• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.				<u>Pillars of Progression</u>		• Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.	
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)		• Step 1: To hold a hockey stick correctly and safely. • Step 2: To use a push pass. • Step 3: To make a standing tackle. • Step 4: To keep control of the ball when moving. • Step 5: To demonstrate the straight dribble. • Step 6: To play hockey games against others		<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)		<u>Declarative Knowledge:</u> • Describe how your body feels when exercising. <u>Procedural Knowledge:</u> • Move with a ball keeping it under control. • Employ simple tactics in game situations. • Develop control and technique. • Pass/send a ball with increasing accuracy and at different speeds. • Shoot/ score with some success. • Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending). <u>Wellbeing and Wider Development:</u> • Learn how to recognise your own success. • Explain why exercise is important for health.			
<u>Resources & Equipment</u>		• Balls • Hockey sticks • Cones • Marker spots • Bibs • Relay batons		<u>Key Vocabulary</u>		• Opposition • Dribbling • Shoot • Stick • Control • Teamwork • Direction • Decision Making • Aim • Turn • Stop • Possession • Slap pass • Push pass • Attack/defence • Speed			

Implementation Phase					
Year Group:	Four	Unit:	Hockey		
Prior Learning Required – Year Three Progression Map Objectives: • Move with a ball keeping it under control. • Develop control and technique. • Pass/send a ball with increasing accuracy and at different speeds. Shoot/ score with some success. • Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending). • Employ simple tactics in game situations. • Learn how to recognise your own success. • Describe how your body feels when exercising.					
National Curriculum Links	• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		Pillars of Progression	• Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.	
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	• Step 1: To collaborate with others in team games. • Step 2: To use a push pass accurately. • Step 3: To get in a low position when dribbling and/or passing. • Step 4: To dribble a ball whilst changing direction. • Step 5: To use a slap pass. • Step 6: To employ simple tactics in games.	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	Declarative Knowledge: • Explain simple tactics in game situations. • Understand the link between heart rate and breathing when exercising. • Devise suitable warm up activities for the upcoming activity.		
			Procedural Knowledge: • Move the ball keeping it under control whilst changing direction. • Perform basic skills needed for the games with control and accuracy. • Pass, shoot and receive a ball with increasing accuracy, control, and success. • Apply basic attacking and defending principles, collaborating with others, and using tactics to keep possession.		
			Wellbeing and Wider Development: • Recognise what you do well and what you find difficult. • Adapt activities to include all participants.		
Resources & Equipment	• Balls • Hockey sticks • Cones	• Marker spots • Bibs • Relay batons	Key Vocabulary	• Communicate • Cooperation • Defence • Marking	• Possession • Power • Strike • Support • Tackle • Opposition • Avoiding • Recover • React • Attack • Defend • First touch

Implementation Phase				
Year Group:	Five	Unit:	Hockey	
Prior Learning Required – Year Four Progression Map Objectives: • Move the ball keeping it under control whilst changing direction. • Perform basic skills needed for the games with control and accuracy. Pass, shoot and receive a ball with increasing accuracy, control, and success. • Apply basic attacking and defending principles, collaborating with others, and using tactics to keep possession. • Explain simple tactics in game situations. • Recognise what you do well and what you find difficult. • Understand the link between heart rate and breathing when exercising. • Devise suitable warm up activities for the upcoming activity.				
National Curriculum Links	• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
Pillars of Progression	• Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.			
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	• Step 1: To confidently pass accurately. • Step 2: To choose when to dribble, when to pass and when to shoot. • Step 3: To defend in a team. • Step 4: To compete in small sided games. • Step 5: To mark a player to stop them getting the ball. • Step 6: To decide on ways to defend in games.		Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	Declarative Knowledge: • Choose different formations to suit the needs of the game. • Learn how to evaluate and recognise success. • Understand the importance of being physically fit.
Resources & Equipment	• Hockey sticks • Hockey balls • Bibs • Cones • Marker spots			Procedural Knowledge: • Perform skills (e.g. passing) with accuracy, confidence and control whilst developing technique. • Apply basic principle for attacking. • Choose when to pass or dribble to keep possession of a ball. • Keep possession of the ball when faced with opponents. • Apply basic principles for defending. • Defend by marking, covering and tracking opponents as appropriate.
Key Vocabulary	• Indian Dribble • Cover • Block • Slap Pass • Decision Making • Possession • Principles • Mark • Evaluate • Watch • Explore • Close			Wellbeing and Wider Development: • Participate in competitive games, modified where appropriate. • Work effectively as part of a team. • Adapt behaviour to different situations.

Implementation Phase						
Year Group:	Six	Unit:	Hockey			
Prior Learning Required – Year Five Progression Map Objectives: • Participate in competitive games, modified where appropriate. Work effectively as part of a team. • Perform skills (e.g. passing) with accuracy, confidence and control whilst developing technique. • Apply basic principle for attacking – choosing when to pass or dribble to keep possession of a ball. Keep possession of the ball when faced with opponents. • Apply basic principles for defending - Defend by marking, covering and tracking opponents as appropriate. • Choose different formations to suit the needs of the game. • Learn how to evaluate and recognise success. • Understand the importance of being physically fit.						
National Curriculum Links	• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.					
Pillars of Progression	• Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.					
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	• Step 1: To pass the ball to keep possession in game situations. • Step 2: To dribble the ball whilst under pressure. • Step 3: To apply defending principles in games. • Step 4: To compete in games. • Step 5: To apply attacking principles in games. • Step 6: To understand positions and roles of individuals in team games.	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	Declarative Knowledge: • Understand how physical activity can contribute to a healthy lifestyle. • Understand how muscles work.			
Resources & Equipment	• Hockey sticks • Hockey balls • Bibs • Cones • Marker spots		Procedural Knowledge: • Develop control whilst performing skills at speed. • Apply the attacking and defending principles in game situations. • Use different skills to keep possession of a ball as part of a team. Change speed and direction to get away from a defender. • Choose different formations to suit the needs of the game and choose skills that meet the need of the situation.			
Key Vocabulary	<table><tr><td> • Indian Dribbling • Close down • Cover • Slap Pass </td><td> • Decision Making • Possession • Principles • Track </td><td> • Evaluate • Discuss • Explore • Block </td></tr></table>		• Indian Dribbling • Close down • Cover • Slap Pass	• Decision Making • Possession • Principles • Track	• Evaluate • Discuss • Explore • Block	Wellbeing and Wider Development: • Identify and evaluate parts of your own game and others, providing feedback. • Adapt games and activities making sure everyone has a role to play. • Plan and lead warm-up and cool-down activities, explaining how they support safe and effective performance.
• Indian Dribbling • Close down • Cover • Slap Pass	• Decision Making • Possession • Principles • Track	• Evaluate • Discuss • Explore • Block				

Implementation Phase									
Year Group:		One		Unit:		Rounders			
Prior Learning Required - EYFS Progression Map Objectives: • Can play in a group. • Begins to accept the needs of others and can take turns and share, sometimes with the support of others. • Keeps play going by responding to what others are saying or doing. • Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.									
National Curriculum Links		• 1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. • 1b: Participate in team games, developing simple tactics for attacking and defending.				Pillars of Progression		• Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates.	
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)		• Step 1: To move in different ways. • Step 2: To catch and stop a ball. • Step 3: To strike a ball. • Step 4: To recognise space. • Step 5: To follow simple rules of the game. • Step 6: To try and find ways to win games.				Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)		Declarative Knowledge: • Describe what it is like to breath quickly during exercise. Procedural Knowledge: • Understand and follow simple rules for games and compete in physical activities both against self and against others. • Move fluently, changing direction and speed, • Show basic control of the ball, including when striking a ball. • Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it. • Apply skills and tactics in simple games, including recognizing space and using it to your advantage. Wellbeing and Wider Development: • Understand why being active and playing games is good for you. • Describe what you have done, or seen others doing. • Work with a partner and help them if they are unsure.	
Resources & Equipment		• Marker spots • Cones • Tennis Balls / small balls • Hoops • Footballs • Beanbags • Bats				Key Vocabulary		• Aim • Catch • Coordination • Direction • Experiment • Movement • Roll • Throw • Rules • Safety • Score • Send • Space • Target • Underarm	

Implementation Phase									
Year Group:		Two		Unit:	Rounders				
Prior Learning Required - Year One Progression Map Objectives: - Understand and follow simple rules for games and compete in physical activities both against self and against others. - Move fluently, changing direction and speed, - Show basic control of the ball, including when striking a ball. - Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it. - Apply skills and tactics in simple games, including recognizing space and using it to your advantage. - Understand and follow simple rules for games and compete in physical activities both against self and against others. - Move fluently, changing direction and speed, - Show basic control of the ball, including when striking a ball. - Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it. - Apply skills and tactics in simple games, including recognizing space and using it to your advantage.									
National Curriculum Links		1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. 1b: Participate in team games, developing simple tactics for attacking and defending.			Pillars of Progression		- Development of Motor Competence and Fundamental Movement Skills. - Making safe decisions in contact with equipment and classmates.		
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)		- Step 1: To move confidently. - Step 2: To use an underarm throwing technique. - Step 3: To choose simple tactics in game. - Step 4: To move into space. - Step 5: To strike a ball into space. - Step 6: To compete with others.		Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	Declarative Knowledge: - Begin to understand the importance of preparing safely for exercise – warming up. Procedural Knowledge: - Develop fundamental movement skills, becoming increasingly confident and competent. - Perform a range of actions with control including catching, gathering and hitting a ball with increasing accuracy. - React to situations in ways that make it difficult for opponents, applying simple tactics like hitting the ball into space to help score more points. - Throw/hit a ball in different ways e.g. high, low, fast, slow. Wellbeing and Wider Development: - Recognise what is successful. - Show good awareness of others when playing games.				
Resources & Equipment		- Marker spots - Beanbags - Tennis Balls - Soft small balls - Footballs - Cones - Bats - Hoops		Key Vocabulary	- Balance - Skill - Control - Space	- Direction - Competition - Cooperative - Run	- Fielding - Catch - Throw - Fielder	- Backstop - Technique - Batting - Teamwork	- Score - Aiming - Bowler - Shot selection

Implementation Phase								
Year Group:		Three		Unit:		Tennis		
Prior Learning Required – Year Two Progression Map Objectives: - Engage in cooperative and competitive physical activities (both against self and against others). - Use and move with a tennis racket with control. - Perform a range actions including catching/ gathering skills and sending/passing with control and throw/ hit a ball in different ways e.g. high, low, fast, slow. - Choose and use skills and simple tactics to suit different situations – showing good awareness of others. - Understand and follow the rules of the game. - Watch and describe a performance accurately. Use actions and ideas you have seen to improve your own skills. - Begin to understand the importance of preparing safely and carefully for exercise – warming up.								
National Curriculum Links		2a: Use running, jumping, throwing, and catching in isolation and in combination. 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			Pillars of Progression		- Continued progress of Motor Competence. - Begin to understand and apply Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.	
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)		- Step 1: Can watch, track, and catch a tennis ball successfully. - Step 2: To move changing direction and speed. - Step 3: To balance a tennis ball on a racket. - Step 4: To hit the tennis ball with some control. - Step 5: To perform a forehand serve using the correct grip. - Step 6: To hit a ball into space (at different speeds and heights) to try beat an opponent.		Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)		Declarative Knowledge: - Understand the link between heart rate and breathing when exercising. - Know the technique of forehand shot. Procedural Knowledge: - Perform basic skills needed for the games with control and accuracy, including throwing and stopping the ball. - Perform a basic forehand action. - Throw/ Send a ball using a variety of techniques. - Take up space/ positions that make it difficult for opponents. - Keep a rally going. Wellbeing and Wider Development: - Compete with others – Keeping and following the rules of the game. - Identify what you do well and what you find difficult. - Stay focused during longer tasks.		
Resources & Equipment		- Cones - Tennis rackets - Tennis balls - Nets - Marker spots		Key Vocabulary		- Swing - Cooperative - Cooperative - Movement - Partner - Direction - Send - Catch - Court target - Power - Accuracy - Space - Free Space - Control - Bounce - Aim		

Implementation Phase									
Year Group:		Four		Unit:		Tennis			
Prior Learning Required – Year Three Progression Map Objectives: • Perform basic skills needed for the games with control and accuracy, including throwing and stopping the ball. Perform a basic forehand action. • Throw/ Send a ball using a variety of techniques. • Take up space/ positions that make it difficult for opponents. • Keep a rally going. • Compete with others – Keeping and following the rules of the game. • Identify what you do well and what you find difficult. • Understand the link between heart rate and breathing when exercising.									
National Curriculum Links		• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.				Pillars of Progression		• Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.	
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)		• Step 1: Can watch, track, and catch a tennis ball successfully. • Step 2: To move effectively to get in a good position. • Step 3: To perform a basic forehand action with increasing accuracy. • Step 4: To perform a basic backhand shot with increasing accuracy. • Step 5: To hit a tennis ball into space (at different speeds and heights) to try beat an opponent. • Step 6: To keep a rally going using a range of shots.		Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)		Declarative Knowledge: • Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. Procedural Knowledge: • Perform basic skills needed for the games with control and accuracy, including hitting a ball towards a target. • Perform a basic forehand action with control and accuracy. • Send/ hit a ball into space, at different speeds and heights to make it difficult for your opponent. • Begin to apply basic movements in a range of activities and in combination. • Apply basic principles for attacking including finding and using space in game situations. • Keep a rally going using a range of shots. Wellbeing and Wider Development: • Recognise and explain good performances. • Learn how to recognise and evaluate your own success. • Show positive behaviour towards participants.			
Resources & Equipment		• Cones • Tennis rackets • Tennis balls • Nets • Marker spots		Key Vocabulary		• Swing • Aim • Power • Cooperative • Movement • Racket • Partner • Send • Position • Court target • Accuracy • Direction • Free Space • Control • In line			

Implementation Phase				
Year Group:	Five	Unit:	Tennis	
<u>Prior Learning Required – Year Four Progression Map Objectives:</u> • Perform basic skills needed for the games with control and accuracy, including hitting a ball towards a target. Perform a basic forehand action with control and accuracy. • Send/ hit a ball into space, at different speeds and heights to make it difficult for your opponent. • Begin to apply basic movements in a range of activities and in combination. • Apply basic principles for attacking including finding and using space in game situations. • Keep a rally going using a range of shots. • Recognise and explain good performances and learn how to recognise and evaluate your own success. • Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising.				
<u>National Curriculum Links</u>	• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
<u>Pillars of Progression</u>	• Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.			
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	• Step 1: To demonstrate a good ready position and fast paced movements. • Step 2: To vary shot selection – speed, height, direction. • Step 3: To play shots on the forehand and backhand side of the body. • Step 4: To use a variety of different shots, and serves, hitting with increasing consistency. • Step 5: To employ some tactics in games. • Step 6: To participate in a successful rally.		<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> • Identify spaces and understand the tactic of hitting into gaps.
<u>Resources & Equipment</u>	• Tennis rackets • Tennis balls • Cones • Marker spots			<u>Procedural Knowledge:</u> • Hit the ball with purpose. • Play shots on the forehand and backhand side of your body. Direct the ball towards the opponent’s court or target area. • Participate in competitive games, modified where appropriate. • Use good footwork that allows the ball to be hit with good technique. • Adopt a good ready position and show good position on court.
<u>Key Vocabulary</u>	• Court Target • Backhand • Rally • Power • Service • Follow through • Respond • Decision Making • Teamwork • Position • Doubles • Feedback • Competitive • Cooperative			<u>Wellbeing and Wider Development:</u> • Watch and evaluate the success of games, being able to explain why a performance is good. • Describe what part of a performance could be improved and why. • Accept decisions and outcomes respectfully.

Implementation Phase				
Year Group:	Six	Unit:	Tennis	
Prior Learning Required – Year Five Progression Map Objectives: • Hit the ball with purpose. • Play shots on the forehand and backhand side of your body. Direct the ball towards the opponent’s court or target area. • Participate in competitive games, modified where appropriate. • Use good footwork that allows the ball to be hit with good technique. • Adopt a good ready position and show good position on court. • Identify spaces and understand the tactic of hitting into gaps. • Watch and evaluate the success of games, being able to explain why a performance is good, and what part of a performance could be improved and why.				
National Curriculum Links	• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
Pillars of Progression	• Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.			
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	• Step 1: To know and describe the correct grip and stance when holding a racket. • Step 2: To adopt a good ready position & move with purpose. • Step 3: To play shots overhead and on the forehand and backhand side of the body. • Step 4: To hit the ball accurately and with control whilst moving at a quick pace. • Step 5: To employ tactics in games. • Step 6: To participate in games following the rules and scoring correctly.		Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	Declarative Knowledge: • Explain how your body reacts and feels when taking part in different activities and undertaking different roles.
Resources & Equipment	• Tennis rackets • Tennis balls • Cones • Marker spots			Procedural Knowledge: • Hit the ball with purpose, varying speed, height, and direction. Direct the ball towards the opponent’s court or target area. Perform skills such as forehand and backhand shots with control and confidence. • Apply the principles of attacking. • Participate in competitive games, modified where appropriate. • Adopt a good ready position and show good position on court.
Key Vocabulary	• Strategy • Defence/attack • Height • Travel • Positioning • On Court • React • Singles • Service • Backswing • Overhead • Selection • Respond • Evaluate			Wellbeing and Wider Development: • Evaluate your own success and areas of improvement, as well as others. • Plan and lead warm-up and cool-down activities, explaining how they support safe and effective performance.

Implementation Phase			
Year Group:	One	Unit:	Volleyball

Prior Learning Required - EYFS Progression Map Objectives:

- Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment.
- Can play in a group, extending and elaborating play ideas within the group.
- Begins to accept the needs of others and can take turns and share, sometimes with the support of others.
- Shows increasing control when throwing and catching a large ball.

National Curriculum Links	• 1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. • 1b: Participate in team games, developing simple tactics for attacking and defending.		Pillars of Progression	• Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates.	
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	• Step 1: Move into space. • Step 2: To control your body when moving. • Step 3: To control the ball with hands. • Step 4: To track the ball in the air. • Step 5: To copy actions. • Step 6: To hit a ball with hands.		Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	Declarative Knowledge: • Understand how to play in a safe way and why being active and playing games is good for you. Procedural Knowledge: • Show control of a ball with basic actions and explore different ways to use and move with a ball. • Understand, follow, and apply skills and tactics in simple games. • Send a ball in different ways e.g. throwing, pushing, rolling. • Successfully received (catch/stop) a ball and understand the concept of moving to get in line with a ball to receive it. • Change the way they use skills in response to their opponent's actions. Wellbeing and Wider Development: • Describe what they have done or seen others doing. • Stay engaged throughout activities.	
Resources & Equipment	• Volleyballs • Cones • Marker spots • Small balls	• Hoops • Soft balls • Bibs • Beanbags	Key Vocabulary	• Accuracy • Aim • Beanbag • Bounce • Catch • Close • Control • Count • Gather • Roll • Score • Send • Space • Throw • Watch • Point • Ready • Rules • Direction • Breathing	

Implementation Phase									
Year Group:		Two		Unit:		Volleyball			
Prior Learning Required - Year One Progression Map Objectives: • Show control of a ball with basic actions and explore different ways to use and move with a ball. • Send a ball in different ways e.g. throwing, pushing, rolling. • Successfully received (catch/stop) a ball and understand the concept of moving to get in line with a ball to receive it. • Understand how to play in a safe way and why being active and playing games is good for you. • Describe what they have done or seen others doing. Change the way they use skills in response to their opponent’s actions. • Understand, follow, and apply skills and tactics in simple games.									
National Curriculum Links		• 1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. • 1b: Participate in team games, developing simple tactics for attacking and defending.				Pillars of Progression		• Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates.	
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)		• Step 1: Change direction when moving. • Step 2: To control your body and equipment. • Step 3: To catch a ball. • Step 4: To send a ball to a partner. • Step 5: To play games with others. • Step 6: To try to score points in games.		Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)		Declarative Knowledge: • Develop simple tactics for attacking. • Gain an understanding that hitting the ball into space helps them score points. • Understand and describe changes to their heart rate when playing a game. • Watch and describe a performance accurately. Procedural Knowledge: • Perform a range of catching and gathering skills with control. • Master basic throwing technique. Throw / Hit a ball in different ways e.g. high, low, fast, slow. • Show good awareness of others when playing games. • Use actions and ideas they have seen to improve their own skills. Wellbeing and Wider Development: • Begin to understand the important of preparing safely and carefully for exercise: warming up. • Recognise what is successful. • Follow rules and respect others during activities.			
Resources & Equipment		• Volleyballs • Marker spots • Cones • Hoops • Soft, small balls		Key Vocabulary		• Throw • Control • Aim • Score • Ready • Watch • Describe • Track • Accuracy • Skills • Send & Receive • Ready Position • Inline • Explore • Space • Rules • Success			