



Whipton Barton Federation Physical Education Long-Term Curriculum Map

Physical Education (PE) at Whipton Barton Federation provides a broad and balanced P.E curriculum. Through P.E the children develop behaviour and attitudes that will benefit them through school life and beyond. Children experience a broad range of activities including gymnastics, dance, games, outdoor education, athletics and swimming.

Through our P.E curriculum, children learn:

- 🌀 How to stay fit, healthy and active and enjoy doing so, which in turn, encourages the children to engage in physical activity and sport in their own time.
- 🌀 To win and lose, support others and be supported, showing sportsmanship and good character.
- 🌀 To work as part of a team towards a common goal as well as individually improving their performance.
- 🌀 To be creative in a range of activities.
- 🌀 To play competitively, respecting officials and other plays.
- 🌀 To develop spiritually, morally and culturally through diverse activities and opportunities.

Physical Education is a perfect opportunity to develop the whole child. Our P.E curriculum develops the whole child by:

- 🌀 Strengthening thinking and decision-making skills.
- 🌀 Building and increasing confidence and self-esteem.
- 🌀 Developing character and resilience.
- 🌀 Enhancing their commitment and desire to improve.
- 🌀 Allowing opportunities for enjoyment, fun and to be free-spirited.
- 🌀 Fostering feelings of safety and security.





Our P.E Curriculum enables our Reception children to develop in the following areas of their Early Learning Goals:

Personal, Social and Emotional Development

- 🌀 Showing resilience and perseverance
- 🌀 Thinking about the perspective of others
- 🌀 Knowing and talking about healthy eating and the importance of regular exercise

Physical Development

- 🌀 Revising and refining fundamental movement skills, such as rolling and jumping
- 🌀 Developing agility, balance, coordination and strength
- 🌀 Developing small motor skills
- 🌀 Using their core muscle strength
- 🌀 Combining different movements with ease and fluency
- 🌀 Confidently and safely using small and large apparatus
- 🌀 Developing ball skills, such as throwing for accuracy

Communication and Language

- 🌀 Listening attentively and responding appropriately
- 🌀 Participating in discussions
- 🌀 Expressing ideas and feelings

Understanding the World

- 🌀 Drawing information from a simple map
- 🌀 Describing what they see, hear and feel outside

Expressive Arts and Design

- 🌀 Performing and trying to move in time with music
- 🌀 Moving to and talking about music
- 🌀 Watching and talking about dance
- 🌀 Developing storylines

The Key Stage One and Key Stage Two curriculum is planned progressively to allow children to build on and develop previously learnt skills enhancing these further. In Key Stage One, children develop their running, jumping and throwing skills, their ability to attack and defend and their hitting and catching skills. They also learn dance, gymnastics and take part in outdoor adventurous activities (OAA). In Key Stage 2, all children can lead a warm up or cool down in their PE lessons. A variety of sports are taught across KS2 as well as fitness and wellbeing units. There are also other frequent times during the week where children are physically active including, Early Morning Learning, active Maths and English lessons, assemblies, movement breaks, break times and lunchtimes and after school clubs.



At Whipton Barton Federation, we offer swimming to Year 4 children. Children who have not been successful in swimming 25 meters attend top up sessions during Year 5.



Children's achievements in Physical Education both inside and outside of our school are celebrated during Friday's Celebration Assembly and rewarded using Headteacher's Prizes and Dojo Points, whilst sharing successes on our school Facebook page. Children actively seek to share their achievements and relish the opportunity to explain to the whole school what they had to do.

All children have opportunities to attend PE events throughout the year and represent Whipton Barton Federation at PE competitions. We believe that nothing should be a barrier to physical education with every aspect having the capacity to be adapted.



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Key Knowledge					
Reception	Body Management	Dance	Gymnastics	Speed, Agility and Travel	Manipulation and Coordination	Cooperate and Solve Problems
	<p>To balance bean bags.</p> <p>To move through hoops in different ways.</p> <p>To reach and stretch to get equipment.</p> <p>To make bridges with our bodies.</p> <p>To travel over and under apparatus.</p> <p>To make shapes with our bodies.</p>	<p>To use colours and feelings in dance.</p> <p>To perform as animals using different levels and directions.</p> <p>To work with a partner.</p> <p>How to show expression in our sequence.</p> <p>To perform transport actions and movements in our dance.</p> <p>To use leading and following movements.</p> <p>To move to the count of 6.</p> <p>To perform with a partner to the count of 6.</p>	<p>To move safely.</p> <p>To take off and land on two feet.</p> <p>To balance and move balls and beanbags.</p> <p>To travel on mats and benches.</p> <p>To copy and repeat actions.</p> <p>To perform simple shapes and balances.</p> <p>To link different shapes and ways of moving.</p> <p>To egg roll and log roll.</p> <p>To follow different pathways.</p> <p>To balance on points and patches.</p>	<p>To move in different directions.</p> <p>To keep our bodies safe in running games.</p> <p>To jump in different directions.</p> <p>To stop safely.</p> <p>To move at slow and fast speeds.</p> <p>To stop safely in different ways.</p> <p>To move beanbags and balls</p> <p>To move in different ways.</p> <p>To jump on, off and over.</p> <p>To perform circle dances.</p>	<p>To handle a balloon.</p> <p>To handle a ball.</p> <p>To kick a ball.</p> <p>To hop, jump and step.</p> <p>To send a ball or beanbag.</p> <p>To send and stop in a game.</p> <p>To play parachute games.</p> <p>To use equipment to perform actions.</p> <p>To use a baton to push beanbags and balls.</p> <p>To use a baton to dribble.</p> <p>To perform different jumps.</p>	<p>To match colours and symbols.</p> <p>To work as a team to complete a task.</p> <p>To use our bodies to make number shapes.</p> <p>To follow a trail.</p> <p>To work with others to make a pattern.</p> <p>To work with a partner to complete challenges.</p> <p>To follow a trail with a partner.</p> <p>To play in parachute games.</p> <p>To make jumping patterns.</p> <p>To create movement patterns.</p>



		<p>To work with a partner to perform.</p> <p>To perform a dance with 4 actions.</p> <p>To link new actions with the ones we already know.</p> <p>To practice and perform a dance about Africa.</p>	<p>To perform our story to music.</p> <p>To use a start and finish position.</p>	<p>To use strength to hold shapes.</p> <p>To work in a team.</p>	<p>To handle a hoop.</p>	<p>To lead a partner in tapping patterns.</p> <p>To navigate obstacles.</p>
	Skills					
	<p>Body Management</p> <p>To balance on an obstacle course.</p> <p>To work with others to move through hoops.</p> <p>To reach, stretch and retrieve objects.</p> <p>To step, stride, bounce and hop.</p> <p>To make bridges and tunnels.</p> <p>To travel over apparatus.</p>	<p>Dance</p> <p>To link colours to feelings.</p> <p>To explore animal movements and levels.</p> <p>To replicate actions in larger groups.</p> <p>To sequence work.</p> <p>To explore leader or follower work.</p> <p>To learn and repeat actions through circle dance.</p>	<p>Gymnastics</p> <p>To adapt instructions to physical actions.</p> <p>To develop take-off and landing positions for jumps.</p> <p>To transfer and move small equipment.</p> <p>To move through and under apparatus.</p> <p>To copy and repeat actions.</p>	<p>Speed, Agility and Travel</p> <p>To demonstrate agility in a variety of games.</p> <p>To recognise and follow instructions.</p> <p>To experiment with starting and stopping positions.</p> <p>To perform fast and slow movements.</p> <p>To show control to stop and perform actions.</p>	<p>Manipulation and Coordination</p> <p>To coordinate limbs to carry out defined movements and actions.</p> <p>To replicate bilateral movements.</p> <p>To make contact with a ball with legs and feet.</p> <p>To practise hopping, stepping and jumping sequences.</p> <p>To play parachute games.</p>	<p>Cooperate and Solve Problems</p> <p>To work as an individual and part of a group to match.</p> <p>To keep heart rate high.</p> <p>To travel and follow trails as an individual.</p> <p>To work cooperatively to form shapes.</p> <p>To move along a pathway with a partner.</p>



	<p>To twist, turn and roll.</p> <p>To coordinate and control limbs.</p> <p>To run and jump in time to music.</p> <p>To perform basic actions with others.</p>	<p>To perform to the count of 8.</p> <p>To copy and repeat 4 actions.</p> <p>To perform an African dance motif.</p>	<p>To refine shapes and jumps to improve coordination.</p> <p>To experiment with egg and log rolls.</p> <p>To recognise pathways and direction.</p> <p>To use points and patches to develop body tension.</p> <p>To link basic movements and use start and finish positions.</p>	<p>To play games and take turns.</p> <p>To move by inching, crawling and jumping.</p> <p>To jump for speed and distance.</p> <p>To recognise cues in lyrics to change actions.</p> <p>To use strength to maintain a body shape.</p>	<p>To move small objects using dominant and non-dominant hands.</p> <p>To push, hit and dribble.</p> <p>To use a baton to steer objects.</p> <p>To roll, spin, rotate, throw and catch hoops.</p>	<p>To work with a partner to form jumping patterns.</p> <p>To respond to visual cues.</p> <p>To compete as a team to complete an obstacle relay.</p>
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Unit 1 - Key Knowledge					
Year 1	<p>Run, Jump, Throw</p> <p><u>Declarative Knowledge</u></p> <p>To know the quickest way to move an object from one place to another.</p> <p>To know how to change speed when running.</p> <p>To know how the arms can increase the speed of running.</p> <p>To know how to perform a two-footed jump.</p> <p>To know how to overarm throw for distance.</p> <p>To know the importance of</p>	<p>Dance</p> <p><u>Declarative Knowledge</u></p> <p>To know how to match actions to a given setting.</p> <p>To know how to use still poses to tell a story.</p> <p>To know how to create and perform movements to show friendship.</p> <p>To know how to perform to beats of 8.</p> <p>To know what it means to perform in 'mirror'.</p> <p>To know how to create a dance</p>	<p>Gymnastics</p> <p><u>Declarative Knowledge</u></p> <p>To know some of the fundamental gymnastic shapes.</p> <p>To know the risks of working on low apparatus.</p> <p>To know the difference between large and small body parts.</p> <p>To know how to take off, jump and land with a run-up.</p> <p>To know a variety of ways to travel on their feet.</p> <p>To know actions that can be performed at different levels.</p>	<p>Attack, Defend, Shoot</p> <p><u>Declarative Knowledge</u></p> <p>To know different ways to send a ball / object to a target.</p> <p>To know what a defensive stance or position is.</p> <p>To know what is means to send a ball / object accurately.</p> <p>To know the key steps to send a ball accurately.</p> <p>To know what the principle of attacking and defending in a game refers to.</p>	<p>Hit, Catch, Run</p> <p><u>Declarative Knowledge</u></p> <p>To know what tracking a ball is and how to stop the ball.</p> <p>To know and use a range of different throws for different situations.</p> <p>To know the principles of catching a ball.</p> <p>To know how to score points in a striking and fielding game.</p> <p>To understand the role of teamwork when fielding.</p> <p><u>Procedural Knowledge</u></p>	<p>Send & Return</p> <p><u>Declarative Knowledge</u></p> <p>To know how to hit a ball accurately in different ways.</p> <p>To know how to track, stop and return a beanbag or ball.</p> <p>To know how to work with a partner to collect a ball.</p> <p>To know techniques to send a ball or object accurately to a partner.</p> <p><u>Procedural Knowledge</u></p> <p>To be able to slide a beanbag to a target.</p>



	<p>balance, agility and coordination in athletics.</p> <p><u>Procedural Knowledge</u></p> <p>To be able to start and stop when moving at speed.</p> <p>The be able to use arms when running at different speeds.</p> <p>To be able to take off on two feet to jump for distance.</p> <p>To be able to use the correct technique to throw different objects for distance.</p> <p>To be able to show improvement in throwing.</p> <p>To be able to take part in a competition using running, jumping and throwing skills.</p>	<p>using a clear start, middle and end.</p> <p>To know why repetition is used in dance.</p> <p><u>Procedural Knowledge</u></p> <p>To be able to show moods and feelings we would experience in the jungle.</p> <p>To be able to move as if we were living in the jungle.</p> <p>To be able to create and perform movements which show friendship.</p> <p>To be able to perform leading and following movements.</p> <p>To be able to perform a short dance with a clear start, middle and end.</p>	<p>To know how to create a short gymnastics sequence.</p> <p><u>Procedural Knowledge</u></p> <p>To be able to perform 'like' actions in sequence.</p> <p>To be able to carry and set up apparatus safely.</p> <p>To be able to perform shapes on large and small body parts.</p> <p>To be able to take off and land and use shape in our jumps.</p> <p>To be able to travel on our feet, showing good body tension.</p> <p>To be able to create different levels in their performance.</p>	<p>To know some of the reasons why games have rules.</p> <p><u>Procedural Knowledge</u></p> <p>To be able to hit a target.</p> <p>To be able to defend a target.</p> <p>To be able to roll and slide balls and beanbags.</p> <p>To be able to shoot in a game to get points.</p> <p>To be able to work with a partner to score points.</p> <p>To be able to use our attacking and defending skills in a game.</p>	<p>To be able to select a space to throw or roll a ball into.</p> <p>To be able to track and collect a rolling ball.</p> <p>To be able to catch a ball and to stop an opponent from scoring.</p> <p>To be able to use their hands to hit a ball.</p> <p>To be able to run between bases to score points.</p> <p>To be able to work as a team to score points.</p>	<p>To be able to hit a ball in different ways with their hands.</p> <p>To be able to move towards a ball to return it.</p> <p>To be able to work with a partner to stop and return a beanbag.</p> <p>To be able to rally with a partner.</p> <p>To be able to send a ball into space to make it harder for our opponent.</p>
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		To be able to use repeated actions in dance.				
Unit 1 - Skills						
	<p>To start and stop at speed.</p> <p>To show power in running through use of arms.</p> <p>To take off on two feet.</p> <p>To use leading arm to throw.</p> <p>To compete in relay teams.</p> <p>To perform agile movements.</p> <p>To work for sustained periods of time.</p> <p>To negotiate obstacles.</p> <p>To jump and bound.</p> <p>To run from different starting positions.</p>	<p>To explore storytelling through dance.</p> <p>To use a theme to create a dance.</p> <p>To develop actions to express friendship.</p> <p>To dance with a start, middle and end.</p> <p>To perform with feeling.</p> <p>To perform actions to nursery rhymes.</p> <p>To march in time.</p>	<p>To carry equipment safely.</p> <p>To hurdle, step and take off.</p> <p>To perform egg roll and log roll.</p> <p>To explore body tension.</p> <p>To link movements.</p> <p>To rock, spin and turn.</p> <p>To move on, off and over.</p> <p>To create point balances.</p>	<p>To send to targets.</p> <p>To catch and intercept.</p> <p>To bounce a ball to self.</p> <p>To defend a target.</p> <p>To attack and defend as a pair.</p> <p>To communicate with partner.</p> <p>To compete in a basic tournament 2v2.</p>	<p>To use a range of throwing and rolling skills.</p> <p>To return a ball to a base/zone.</p> <p>To work with others to stop players scoring runs.</p> <p>To self-feed and hit a ball.</p> <p>To run between bases to score points.</p>	<p>To slide and receive a ball / beanbag.</p> <p>To explore different ways of sending a ball.</p> <p>To move towards and return balls.</p> <p>To score points against an opposition.</p> <p>To attempt to hit a ball.</p> <p>To create a basic rally.</p> <p>To feed a ball over a net.</p> <p>To track balls.</p> <p>To develop core strength to send objects from a sitting, kneeling and standing position.</p>



Unit 2 - Key Knowledge

	Run, Jump, Throw	OAA	Gymnastics	Attack, Defend, Shoot	Hit, Catch, Run	Send & Return
	<p><u>Declarative Knowledge</u></p> <p>To know why agility is important when changing direction at speed.</p> <p>To know and recognise different ways of starting and stopping.</p> <p>To know what a lap is.</p> <p>To know the importance of stamina when running.</p> <p>To know how to bound or stride to improve jumping height.</p> <p>To know the best position to start a running activity.</p> <p>To know why it is important to stay in your lane.</p>	<p><u>Declarative Knowledge</u></p> <p>To know how to listen and follow simple instructions.</p> <p>To know how to identify and match a symbol.</p> <p>To know the steps to create a dance involving hoops.</p> <p>To know how to work with a partner to complete a challenge.</p> <p>To know what different symbols mean.</p> <p>To know how to use decision-making skills to hide a piece of equipment.</p> <p><u>Procedural Knowledge</u></p>	<p><u>Declarative Knowledge</u></p> <p>To know when to use the 'magic chair' landing.</p> <p>To know the difference between a rock and a roll.</p> <p>To know a range of recognised point balances (e.g. front support).</p> <p>To know the key differences between unison and canon.</p> <p>To know what a quarter and half turn is and what actions they can use to show these (twist/spin).</p> <p><u>Procedural Knowledge</u></p> <p>To be able to move on, off and over apparatus and use</p>	<p><u>Declarative Knowledge</u></p> <p>To know why heart rate increases during exercise.</p> <p>To know how to move sideways to defend a goal.</p> <p>To know techniques to bounce a ball both to yourself and to a partner.</p> <p>To know techniques to send a ball accurately to a target.</p> <p>To know how to adapt to rule changes in a game.</p> <p>To know how to work with a partner in both attack and defence.</p> <p><u>Procedural Knowledge</u></p>	<p><u>Declarative Knowledge</u></p> <p>To know where to hit a ball to maximise the chance of scoring.</p> <p>To be able to decide where to stand when fielding to intercept a ball.</p> <p>To know how to position a group of fielders to restrict run-scoring.</p> <p>To understand the importance of collaboration and teamwork when fielding.</p> <p>To know how to play a game with basic rules.</p> <p><u>Procedural Knowledge</u></p>	<p><u>Declarative Knowledge</u></p> <p>To know what it means to feed a ball.</p> <p>To know what it means to track a moving object.</p> <p>To know why different muscles are important when playing games.</p> <p>To know and name some net/wall games.</p> <p>To know that people with disabilities have their own class of sports e.g. goalball, sitting volleyball.</p> <p><u>Procedural Knowledge</u></p> <p>To be able to send the ball over a net to our partner.</p>



	<p><u>Procedural Knowledge</u></p> <p>To be able to use agile movements in different activities.</p> <p>To be able to respond to the start and end of an activity e.g. whistle.</p> <p>The be able to develop stamina when running.</p> <p>To be able to develop core strength to improve throwing.</p> <p>To be able to stride and jump for height.</p> <p>To be able to use the best starting position for running quickly.</p>	<p>To be able to follow simple step-by-step instructions to complete a basic task.</p> <p>To be able to identify what a symbol is and match basic symbols.</p> <p>To be able to participate in a hoop dance following a set step pattern.</p> <p>To be able to communicate and cooperate with a partner to complete a simple task or challenge.</p> <p>To be able to say what a range of basic symbols represent.</p> <p>To be able to use decision-making and creative skills to hide items.</p>	<p>the 'Magic Chair' landing.</p> <p>To be able to rock on different parts of the body and rock using shape.</p> <p>To be able to perform specific point balances such as 'h' and 'y' balance.</p> <p>To be able to perform actions at the same time as others (unison).</p> <p>To be able to perform actions one person after the other (canon).</p> <p>To be able to turn and jump and quarter and half turn.</p>	<p>To be able to find our pulse on our wrist.</p> <p>To be able to move side to side to defend a goal.</p> <p>To be able to bounce a ball with control to ourselves.</p> <p>To be able to aim at different targets.</p> <p>To be able to adapt to a game with changing rules.</p> <p>To be able to play in the best defensive position in a game.</p>	<p>To be able to catch a ball over a short distance.</p> <p>To be able to begin to hit a ball with power.</p> <p>To be able to position themselves in the path of the ball.</p> <p>To be able to field a ball to base.</p> <p>To be able to catch a high ball.</p> <p>To be able to stop other teams from scoring points.</p>	<p>To be able to track and stop a moving object using both hands.</p> <p>To be able to send balls accurately from different positions e.g. kneeling or sitting.</p> <p>To be able to spot space in the playing area and hit the ball there.</p> <p>To be able to play a game with a partner.</p>
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Unit 2 -Skills

	<p>To start and stop at speed.</p> <p>To show power in running through use of arms.</p> <p>To take off on two feet.</p> <p>To use leading arm to throw.</p> <p>To compete in relay teams.</p> <p>To perform agile movements.</p> <p>To work for sustained periods of time.</p> <p>To negotiate obstacles.</p> <p>To jump and bound.</p> <p>To run from different starting positions.</p>	<p>To follow simple instructions.</p> <p>To recognise, remember and match some symbols.</p> <p>To perform physically challenging actions.</p> <p>To follow a movement pattern with others.</p> <p>To take part in competitive races and work with a partner.</p> <p>To undertake simple speed stack arrangements.</p>	<p>To carry equipment safely.</p> <p>To hurdle, step and take off.</p> <p>To perform egg roll and log roll.</p> <p>To explore body tension.</p> <p>To link movements.</p> <p>To rock, spin and turn.</p> <p>To move on, off and over.</p> <p>To create point balances.</p>	<p>To send to targets.</p> <p>To catch and intercept.</p> <p>To bounce a ball to self.</p> <p>To defend a target.</p> <p>To attack and defend as a pair.</p> <p>To communicate with partner.</p> <p>To compete in a basic tournament 2v2.</p>	<p>To use a range of throwing and rolling skills.</p> <p>To return a ball to a base/zone.</p> <p>To work with others to stop players scoring runs.</p> <p>To self-feed and hit a ball.</p> <p>To run between bases to score points.</p>	<p>To slide and receive a ball / beanbag.</p> <p>To explore different ways of sending a ball.</p> <p>To move towards and return balls.</p> <p>To score points against an opposition.</p> <p>To attempt to hit a ball.</p> <p>To create a basic rally.</p> <p>To feed a ball over a net.</p> <p>To track balls.</p> <p>To develop core strength to send objects from a sitting, kneeling and standing position.</p>
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National Curriculum Objectives

- ⑤ To 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. (Run, Jump, Throw; Gymnastics; OAA; Attack, Shoot, Defend; Hit, Catch Run; Send & Return)
- ⑤ To participate in team games, developing simple tactics for attacking and defending. (Attack, Shoot, Defend; Hit, Catch Run; Send & Return)
- ⑤ To perform dances using simple movement patterns. (Dance; OAA)



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Unit 1 - Key Knowledge					
Year 2	<p>Run, Jump, Throw</p> <p><u>Declarative knowledge</u></p> <p>To know why it is important to be aware of other people when running at speed.</p> <p>To know how to generate power to start a running or jumping action.</p> <p>To know a range of techniques to negotiate obstacles.</p> <p>To know when to use different types of throws.</p> <p>To knowing how quick feet help sprinting speed.</p> <p>To know the difference between</p>	<p>Dance</p> <p><u>Declarative knowledge</u></p> <p>To know how to portray actions and feelings from a picture.</p> <p>To know how to show the feeling of abandonment in a dance.</p> <p>To know how to perform a dance that shows friendship between two performers.</p> <p>To know how to work solo to create a dance with changes of speed and direction.</p> <p>To know why a particular formation was chosen for a dance.</p>	<p>Gymnastics</p> <p><u>Declarative knowledge</u></p> <p>To know and can name several point and patch balances/shapes.</p> <p>To know how to inject power into a range of jumps.</p> <p>To know why taking weight on hands is a fundamental skill for gymnastics.</p> <p>To know that they can do 'scaled' versions of a skill e.g. glute bridge instead of full bridge.</p> <p>To know what to straddle means.</p> <p><u>Procedural knowledge</u></p>	<p>Attack, Defend, Shoot</p> <p><u>Declarative knowledge</u></p> <p>To know how to kick a ball using the inside of the foot.</p> <p>To know sports that use feet to control the ball.</p> <p>To know what It means to dribble with control and a range of sports in which dribbling is used.</p> <p>To know how to use a bounce throw to send a ball.</p> <p>To know techniques to dribble the ball with their hands.</p> <p>To know why sending the ball</p>	<p>Hit, Catch, Run</p> <p><u>Declarative knowledge</u></p> <p>Make choices about where to hit the ball to maximise the chances of scoring.</p> <p>To know the reason to defend a target when batting.</p> <p>To know how to hit the ball to different areas when batting.</p> <p>To know how to work as a team to score points in a striking and fielding game.</p> <p>To know which bat they would choose when playing.</p> <p><u>Procedural knowledge</u></p>	<p>Send & Return</p> <p><u>Declarative knowledge</u></p> <p>To know which is their dominant and non-dominant side.</p> <p>To know why and when you would need to change direction quickly in a game.</p> <p>To know the basic principle of court boundaries.</p> <p>To know why improving your agility would improve your game.</p> <p><u>Procedural knowledge</u></p> <p>To be able to stay on their toes to move quickly to the ball.</p>



	<p>static and dynamic balances.</p> <p><u>Procedural knowledge</u></p> <p>To be able to move quickly whilst being aware of others around.</p> <p>To be able to create power with their legs to turn at speed.</p> <p>To be able to move through an obstacle course with speed and control.</p> <p>To be able to choose the best throw for different situations. To be able to use quick feet whilst sprinting.</p> <p>To be able to perform static and dynamic balances.</p>	<p><u>Procedural knowledge</u></p> <p>To be able to use penguin images to inspire their dance.</p> <p>To be able to show feelings of abandonment through dance.</p> <p>To be able to create movements that show friendship between two characters.</p> <p>To be able to create a solo dance with changes of direction and speed.</p> <p>To be able to match movements to music.</p> <p>To be able to choose a formation and explain why they chose it.</p>	<p>To be able to combine 4 elements into a floor sequence.</p> <p>To be able to create power in a variety of different jumps.</p> <p>To be able to take weight on our hands and move in different ways.</p> <p>To be able to use our flexibility in a bridge and japana gymnastic shape.</p> <p>To be able to perform the point balance arabesque.</p> <p>To be able to perform a teddy/dolly roll.</p>	<p>forward to a teammate increases the team's chances of scoring.</p> <p><u>Procedural knowledge</u></p> <p>To be able to kick the ball over long and short distances.</p> <p>To be able to stop a ball with control using the foot.</p> <p>To be able to work as a team to keep the ball.</p> <p>To be able to bounce a ball with a partner.</p> <p>To be able to bounce the ball while moving (dribbling).</p> <p>To be able to pass the ball forward in a game.</p>	<p>To be able to hit a ball and score points running to cones.</p> <p>To be able to defend a target by kicking.</p> <p>To be able to bowl underarm with control.</p> <p>To be able to hit a ball using different bats and techniques.</p> <p>To be able to throw accurately to a base.</p> <p>To be able to hit a ball into space, away from fielders.</p>	<p>To be able to identify which hand is dominant in a game.</p> <p>To be able to use basic rules of serving to a partner.</p> <p>To be able to develop agility and use it in a game.</p> <p>To be able to use the correct grip to hit a self-fed ball.</p> <p>To be able to use the ready position in a rally.</p>
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Unit 1 - Skills					
<p>To be aware of others when running in space.</p> <p>To create more power with legs and apply to agility test.</p> <p>To select best throw for conditioned games.</p> <p>To perform some static and dynamic balances.</p> <p>To explore their emotions around different challenges.</p> <p>To attempt more accuracy in throws.</p> <p>To perform under pressure.</p> <p>To explore breathing techniques.</p>	<p>To dance in solo and duet.</p> <p>To explore creative footwork.</p> <p>To discuss how a dance can develop.</p> <p>To respond to visual stimulus.</p> <p>To comment on contrasting actions.</p> <p>To use the theme of a clockface to develop a dance.</p> <p>To perform 'freestyle' moves.</p> <p>To perform a motif to music.</p> <p>To explore movement pathways.</p>	<p>To use start & finish shapes.</p> <p>To use power in jumping.</p> <p>To use levels and speed.</p> <p>To use rhythm in performing.</p> <p>To use body management in a range of actions.</p> <p>To use arabesque, bridge, japana.</p>	<p>To kick with inside of foot and stop ball with feet.</p> <p>To control a ball.</p> <p>To bounce the ball to send it.</p> <p>To bounce a ball to begin to dribble.</p> <p>To throw/send a variety of equipment.</p> <p>To pass and move.</p> <p>Intercepting in a game.</p> <p>To play goalkeeper.</p>	<p>To hit with bats (some still hitting with hands).</p> <p>To use kicking to send a ball and score points.</p> <p>To use underarm bowling.</p> <p>To play as part of a team.</p> <p>To run to 'safety'.</p> <p>To outwit bowler and hot to space.</p> <p>To move in line to stop ball.</p>	<p>To identify the dominant and non-dominant side.</p> <p>To use basic serving rules in a game.</p> <p>To be able to self-feed a ball to a partner using a racquet.</p> <p>To develop agility in isolated challenges.</p> <p>To develop the ready position to receive a ball.</p> <p>To play a variety of roles in a simple game.</p> <p>To throw into space to make it difficult for opponent to return.</p> <p>To play out a point from a serve.</p>
Unit 2 - Key Knowledge					
KS1 Fitness	OAA	Gymnastics	Attack, Defend, Shoot	Hit, Catch, Run	Send & Return
<u>Declarative knowledge</u>	<u>Declarative knowledge</u>	<u>Declarative knowledge</u>		<u>Declarative knowledge</u>	<u>Declarative knowledge</u>



	<p>To know the main features of a Tabata workout.</p> <p>To know what the main objective of an EMOM workout is.</p> <p>To know why you use an AMRAP workout to improve strength.</p> <p>To know what a ladder workout is.</p> <p>To know how their body feels when they need to rest.</p> <p>To know which types of fitness are improved in a 'for time' workout.</p> <p><u>Procedural knowledge</u></p> <p>To be able to work as hard as possible for 20 seconds.</p> <p>To be able to explain why rest after exercise is important.</p>	<p>To know how you can help in a group task.</p> <p>To know why problem-solving is important in many different scenarios.</p> <p>To know how to teach a movement pattern to somebody else.</p> <p>To know how to use verbal and tactile clues to help a blindfolded person.</p> <p>To know why repetition is important when learning a new skill.</p> <p>To know what a key on a map is used for.</p> <p><u>Procedural knowledge</u></p> <p>To be able to participate and offer help in a group activity.</p>	<p>To know when a relevé walk might be used.</p> <p>To know simple techniques to aid smooth transition from one action to the next.</p> <p>To know the areas of the body that make up the core.</p> <p>To know why some actions require more strength than others.</p> <p>To know what is meant by explosive power in a jump.</p> <p>To know the key elements for a good long-sit technique.</p> <p>To know how rhythm and flow improve a performance.</p> <p><u>Procedural knowledge</u></p>	<p><u>Declarative knowledge</u></p> <p>To know techniques to throw an object and knock over a target.</p> <p>To know why a player moving into space is important in a game.</p> <p>To know ways to collaborate with a teammate to move the ball forward.</p> <p>To know how to position their body when goalkeeping.</p> <p>To know how to intercept a pass.</p> <p>To know how to play a game using rules.</p> <p><u>Procedural knowledge</u></p> <p>To be able to throw different types of equipment.</p>	<p>To know how to send a ball using different parts of the foot.</p> <p>To know how to judge your pace to score a run.</p> <p>To know the main role of a wicketkeeper/backs top.</p> <p>To know different hitting techniques to increase scoring opportunities.</p> <p>To know how to play a game using some basic rules.</p> <p><u>Procedural knowledge</u></p> <p>To be able to time their run around the bases to stay safe.</p> <p>To be able to kick a ball into space using different parts of the foot.</p>	<p>To know where a long, high ball might go on a court.</p> <p>To know where a short, low ball might go on a court.</p> <p>To know what an attacking shot is in net/wall games.</p> <p>To know some key personal skills to manage themselves in a competition (listening, self-control, play to whistle).</p> <p>To know what a 'zone' on a court is.</p> <p><u>Procedural knowledge</u></p> <p>To be able to feed a ball to a partner with consistency.</p> <p>To be able to send the ball to different parts of the court.</p>
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	<p>To be able to track and count in fives for each type of exercise.</p> <p>To be able to participate in a ladder workout.</p> <p>To be able to relax and be calm after exercise.</p> <p>To be able to challenge ourselves to beat a personal best score.</p>	<p>To be able to apply some problem-solving skills such as perseverance and creative and logical thinking in tasks.</p> <p>To be able to understand and then communicate a movement pattern to a partner.</p> <p>To be able to use tactile and clear verbal cues to guide a blindfolded partner.</p> <p>To be able to repeat accurately, practise an action, and show improvement.</p> <p>To be able to identify a map key and explain what it is used for.</p>	<p>To be able to use a relevé walk in a sequence.</p> <p>To be able to perform a dish and arch shape moving smoothly from one to the other.</p> <p>To be able to show strength in back support and crab.</p> <p>To be able to frog jump and leap frog.</p> <p>To be able to hold an L-sit with a straight back.</p> <p>To be able to bring rhythm and flow to their sequence.</p>	<p>To be able to move to space after passing the ball.</p> <p>To be able to pass and move forward to a target with a partner.</p> <p>To be able to position themselves as a goalkeeper.</p> <p>To be able to intercept a ball from a person on the other team.</p> <p>To be able to use the skills in a competition.</p>	<p>To be able to respond to how a ball is being bowled when hitting.</p> <p>To be able to play the role of the wicketkeeper.</p> <p>To be able to bowl underarm in a game with accuracy.</p>	<p>To be able to throw and catch in a seated position.</p> <p>To be able to accurately serve the ball to different parts of the court.</p> <p>To be able to use overarm attacking shots in a game.</p> <p>To be able to organise and manage themselves within a competition.</p>
	Unit 2 - Skills					
		<p>To recognise, remember, and match some symbols.</p>	<p>To use start & finish shapes.</p> <p>To use power in jumping.</p>	<p>To kick with inside of foot and stop ball with feet.</p> <p>To control a ball.</p>	<p>To hit with bats (some still hitting with hands).</p>	<p>To identify the dominant and non-dominant side.</p>



		<p>To perform physically challenging actions.</p> <p>To follow a movement pattern with others.</p> <p>To take part in competitive races and work with a partner.</p> <p>To undertake simple speed stack arrangements.</p> <p>To use equipment in unconventional ways.</p> <p>To build on speed stack skills.</p> <p>To compose a small group movement pattern.</p> <p>To participate in blindfold activities.</p> <p>To introduce the principle of map keys and use in a simple way.</p>	<p>To use levels and speed.</p> <p>To use rhythm in performing.</p> <p>To use body management in a range of actions.</p> <p>To use arabesque, bridge, japana.</p>	<p>To bounce the ball to send it.</p> <p>To bounce a ball to begin to dribble.</p> <p>To throw/send a variety of equipment.</p> <p>To pass and move.</p> <p>Intercepting in a game.</p> <p>To play goalkeeper.</p>	<p>To use kicking to send a ball and score points.</p> <p>To use underarm bowling.</p> <p>To play as part of a team.</p> <p>To run to 'safety'.</p> <p>To outwit bowler and hot to space.</p> <p>To move in line to stop ball.</p>	<p>To use basic serving rules in a game.</p> <p>To be able to self-feed a ball to a partner using a racquet.</p> <p>To develop agility in isolated challenges.</p> <p>To develop the ready position to receive a ball.</p> <p>To play a variety of roles in a simple game.</p> <p>To throw into space to make it difficult for opponent to return.</p> <p>To play out a point from a serve.</p>
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National Curriculum Objectives

- ⑤ To 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. (Run, Jump, Throw; Gymnastics; OAA; Attack, Shoot, Defend; Hit, Catch Run; Send & Return; KS1 Fitness)
- ⑤ To participate in team games, developing simple tactics for attacking and defending. (Attack, Shoot, Defend; Hit, Catch Run; Send & Return; OAA)
- ⑤ To perform dances using simple movement patterns. (Dance; OAA)



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Unit 1 - Key Knowledge					
Year 3	Tag Rugby	Dance	Gymnastics	Tennis	Athletics	Rounders
	<p style="text-align: center;"><u>Declarative Knowledge</u></p> <p>To know how to use speed to run past defenders.</p> <p>To know why we use a short pass.</p> <p>To know techniques to evade defenders.</p> <p>To know the tag protocol.</p> <p>To know how and when to close down an attacker's space.</p> <p>To know the similarities and differences between tag rugby and other invasion games.</p> <p style="text-align: center;"><u>Procedural Knowledge</u></p>	<p style="text-align: center;"><u>Declarative Knowledge</u></p> <p>To know an example of a four-step dance style.</p> <p>To know what contrast means in the context of dance.</p> <p>To know what improvisation means in a dance context.</p> <p>To know what a prop is and why it would be used.</p> <p>To know the importance of facial expression.</p> <p>To know the role of a director.</p> <p style="text-align: center;"><u>Procedural Knowledge</u></p>	<p style="text-align: center;"><u>Declarative Knowledge</u></p> <p>To know what contrast means in a gymnastics context.</p> <p>To know what it means to show extension in a shape.</p> <p>To know ways to move in and out of shapes with fluency.</p> <p>To know how to use rolls effectively in a sequence.</p> <p>To know how to exert power in a jump.</p> <p>To know how to use unison effectively with a partner and group.</p> <p style="text-align: center;"><u>Procedural Knowledge</u></p>	<p style="text-align: center;"><u>Declarative Knowledge</u></p> <p>To know how to keep score in a game of tennis.</p> <p>To know how to describe different styles of shots in tennis.</p> <p>To know what the Ready Position is in tennis.</p> <p>To know how to play over a net.</p> <p>To know how to start a point in tennis.</p> <p>To know what court boundaries are.</p> <p style="text-align: center;"><u>Procedural Knowledge</u></p> <p>To be able to use the ready position to return a ball.</p>	<p style="text-align: center;"><u>Declarative Knowledge</u></p> <p>To know what a good approach and taking off for a jump is.</p> <p>To know the importance of changing pace when running.</p> <p>To know key techniques to hurdle obstacles while maintaining pace.</p> <p>To know how to use the pull-throw technique in javelin.</p> <p>To know links between athletics and real-life skills (javelin/hunting).</p> <p>To know different skipping techniques.</p>	<p style="text-align: center;"><u>Declarative Knowledge</u></p> <p>To know different methods to stop a moving ball.</p> <p>To know how to hit a ball.</p> <p>To know and explain different throwing techniques.</p> <p>To know how to play using basic rounders rules.</p> <p>To know how to work with teammates when fielding.</p> <p>To know what the long barrier technique is.</p> <p style="text-align: center;"><u>Procedural Knowledge</u></p> <p>To be able to get into the best body</p>



	<p>To be able to use speed to run past defenders.</p> <p>To be able to use a short pass in a game.</p> <p>To be able to use agility to evade being tagged.</p> <p>To be able to understand and apply the tag protocol in game situations.</p> <p>To be able to close down an attacker's space as a defender.</p> <p>To be able to perform a backward pass to continue an attack.</p>	<p>To be able to perform a jazz square and use it in our dance.</p> <p>To be able to perform a dance showing two contrasting characters.</p> <p>To be able to develop movements using improvisation.</p> <p>To be able to use props in our dance sequence.</p> <p>To be able to use facial expressions to bring life and emotion to our dance.</p> <p>To be able to take on the role of director to help others improve their dance.</p>	<p>To be able to show full extension during a balance.</p> <p>To be able to move in and out of contrasting shapes with fluency.</p> <p>To be able to perform a sequence using different types of rolls.</p> <p>To be able to perform powerful jumps from low apparatus.</p> <p>To be able to perform in unison with a partner.</p> <p>To be able to create a group performance using contrasting actions.</p>	<p>To be able to hit the ball to different parts of the court using a forehand hit.</p> <p>To be able to perform an underarm serve to start a rally.</p> <p>To be able to move towards a ball to return it over the net.</p> <p>To be able to play cooperatively with a partner to keep the ball moving over the net.</p> <p>To be able to perform forehand hits to score points in a competition.</p>	<p>To know how to compete in athletic activities.</p> <p><u>Procedural Knowledge</u></p> <p>To be able to perform jumping and hopping sequences.</p> <p>To be able to run at different speeds.</p> <p>To be able to approach and jump hurdles.</p> <p>To be able to throw a javelin using the pull-throw technique.</p> <p>To be able to perform a variety of skipping techniques</p> <p>To be able to keep score accurately over a range of events</p>	<p>position to field a ball.</p> <p>To be able to bowl with some consistency in a game.</p> <p>To be able to hit a moving ball with one hand.</p> <p>To be able to stop a moving ball with the long barrier technique.</p> <p>To be able to throw longer distances using the overarm technique.</p> <p>To be able to select and apply new skills in a competition.</p>
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Unit 1 - Skills



	<p>Dribbling, passing in pairs.</p> <p>Defensive positioning.</p> <p>Building an attack.</p> <p>Finding space to receive the ball.</p> <p>Shot, pass, dribble theory.</p> <p>Ball handling.</p> <p>Running past defenders.</p> <p>Evading taggers and tag protocol.</p>	<p>Perform a jazz square.</p> <p>Perform 2 contrasting characters.</p> <p>Communicate ideas as part of a group.</p> <p>Use a prop in a 4-action dance phrase.</p> <p>Discuss examples of professional work.</p> <p>Create your own floor patterns.</p> <p>Create longer dance phrases by linking shorter ones.</p> <p>Introduce start and endings to dances.</p> <p>Perform in solo, duet and group.</p> <p>Apply feedback to improve own performance.</p>	<p>Contrasting shapes, body control when rolling.</p> <p>Partner unison.</p> <p>Patterns.</p> <p>Fluency in movement.</p> <p>Half lever.</p> <p>Bouncing, smooth transitions and extension.</p>	<p>Ready position. Hot to different areas of court.</p> <p>Perform a forehand shot.</p> <p>Move towards the ball to return.</p> <p>Serve with some accuracy to targets.</p>	<p>Combination jumps.</p> <p>Recognising and performing different paced runs.</p> <p>Approaching hurdles.</p> <p>Pull action when throwing.</p> <p>Skipping technique.</p> <p>Recording scores accurately.</p>	<p>Bowl with some accuracy and consistency.</p> <p>Use the long barrier to collect a rolling ball / collect and return a moving ball.</p> <p>Consistently hit one handed.</p> <p>Use underarm bowling action to bowl a 'good' ball.</p> <p>Selecting best base to throw to get players out.</p> <p>Introduction to the role of the backstop.</p>
	Unit 2 - Key Knowledge					
KS2 Fitness	Handball	Gymnastics	KS2 Wellbeing	OAA	Rounders	



	<u>Declarative Knowledge</u>	<u>Declarative Knowledge</u>	<u>Declarative Knowledge</u>	<u>Declarative Knowledge</u>	<u>Declarative Knowledge</u>	<u>Declarative Knowledge</u>
	To know what exercises work best in a Tabata.	To know how to show they are ready to receive the ball.	To know what a japana is.	To know the five pillars of wellbeing.	To know ways to communicate clearly to complete a task.	To know different methods to stop a moving ball.
	To know why consistency is important in an EMOM workout.	To know when to use different passes in different situations.	To know how to define what a bounce is.	To know different ways of improving or maintaining a good state of wellbeing.	To know why it is important to recognise symbols on a map key.	To know how to hit a ball.
	To know the principles of an AMRAP workout.	To know to use the 3 step rule in a game.	To know what a half lever is and why it is a pike-shape.	To know why an activity is good for their wellbeing.	To know why accuracy is vital in different tasks, including when drawing a map.	To know and explain different throwing techniques.
	To know how perseverance is used in a ladder workout.	To know what it means to intercept and draw links to other sports.	To know why body tension improves as we get stronger.	To know how to communicate with others in a range of situations.	To know the importance of analysing a performance after a task.	To know how to play using basic rounders rules.
	To know the benefits of a 'for time' workout.	To know what it means to build an attack.	To know what box splits are.	To know the need for perseverance when learning a new skill.	To know how to explain a task to others in a group.	To know how to work with teammates when fielding.
	To know why determination and perseverance are important when trying to set a new personal best.	To know the main skills and tactics they have learned and analyse them to improve.	<u>Procedural Knowledge</u>	<u>Procedural Knowledge</u>	To know why trust is important in completing tasks with others.	To know what the long barrier technique is.
	<u>Procedural Knowledge</u>	<u>Procedural Knowledge</u>	To be able to perform Japana.	To be able to juggle three balls.		<u>Procedural Knowledge</u>
		To be able to use the ready position to catch effectively.	To be able to use bounces and broad jumps in a sequence.	To be able to hold simple yoga poses for 10 seconds.	<u>Procedural Knowledge</u>	To be able to get into the best body position to field a ball.
				To be able to perform some simple		To be able to bowl with some



	<p>To be able to use coordination in exercises.</p> <p>To be able to keep moving even when tired.</p> <p>To be able to participate in an AMRAP workout.</p> <p>To be able to identify what they found challenging and why.</p> <p>To be able to work under time pressure.</p> <p>To be able to beat their previous score and work out the difference in scores.</p>	<p>To be able to perform accurate passes in different situations.</p> <p>To be able to move the ball using the three-step rule.</p> <p>To be able to prevent the ball from being passed by blocking and intercepting.</p> <p>To be able to use quick, effective passes to attack as a team.</p> <p>To be able to develop accurate passing and move into space in a game.</p>	<p>To be able to attempt a half-lever.</p> <p>To be able to transition from a Japana to another shape with control.</p> <p>To be able to use stretching to increase flexibility.</p> <p>To be able to show strength, flexibility and control in our sequence.</p>	<p>aerobics and martial arts moves.</p> <p>To be able to connect with others through a range of paired and group work.</p> <p>To be able to spin a ball on their finger.</p> <p>To be able to improvise to make an audience smile.</p>	<p>To be able to use clear communication.</p> <p>To be able to work with others to complete map-reading tasks.</p> <p>To be able to draw and create a clear route on a map for others to follow.</p> <p>To be able to work with others and identify what went well and what we could do to improve.</p> <p>To be able to take part in trust-based activities safely.</p>	<p>consistency in a game.</p> <p>To be able to hit a moving ball with one hand.</p> <p>To be able to stop a moving ball with the long barrier technique.</p> <p>To be able to throw longer distances using the overarm technique.</p> <p>To be able to select and apply new skills in a competition.</p>	
	Unit 2 - Skills						
		<p>Dribbling, passing in pairs.</p> <p>Defensive positioning.</p> <p>Building an attack.</p>	<p>Contrasting shapes, body control when rolling.</p> <p>Partner unison.</p> <p>Patterns.</p>	<p>Juggling.</p> <p>Throw and catch one handed.</p> <p>Coordinate with a partner to throw at the same time.</p>	<p>Use non-verbal communication effectively.</p> <p>Develop further simple map reading skill.</p>	<p>Bowl with some accuracy and consistency.</p> <p>Use the long barrier to collect a rolling ball / collect and return a moving ball.</p>	



		<p>Finding space to receive the ball.</p> <p>Shot, pass, dribble theory.</p> <p>Catching ready position.</p> <p>Move correctly with the ball.</p> <p>Attacking formations.</p> <p>Effective hand grip.</p>	<p>Fluency in movement.</p> <p>Half lever.</p> <p>Bouncing, smooth transitions and extension.</p>	<p>More challenging yoga poses.</p> <p>More challenging aerobics exercise.</p> <p>Martial arts moves.</p> <p>Create and perform a basic sequence to 8 beats.</p>	<p>Respond to and resolve problems as a team.</p> <p>Participate in trust activities.</p> <p>Plan on route map.</p>	<p>Consistently hit one handed.</p> <p>Use underarm bowling action to bowl a 'good' ball.</p> <p>Selecting best base to throw to get players out.</p> <p>Introduction to the role of the backstop.</p>
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National Curriculum Objectives

- 🌀 To use running, jumping, throwing and catching in isolation and in combination. (Rounders; Tag Rugby; Dance; Tennis; Gymnastics; Athletics; Handball; KS2 Fitness)
- 🌀 To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. (Rounders; Handball; Tennis; Tag Rugby)
- 🌀 To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. (Athletics; Dance; Gymnastics; KS2 Wellbeing)
- 🌀 To perform dances using a range of movement patterns. (Dance)
- 🌀 To take part in outdoor and adventurous activity challenges both individually and within a team. (OAA)
- 🌀 To compare their performances with previous ones and demonstrate improvement to achieve their personal best. (KS2 Fitness; Athletics)



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Unit 1 - Key Knowledge					
Year 4	Hockey	Dance	Gymnastics	Football	Swimming	
	<u>Declarative Knowledge</u> To know how to perform a push pass. To know why players use a straight dribble. To know the benefits of using reverse stick. To know why a slap pass is used in hockey. To know how to turn with the ball. To know why playing with rules is important. <u>Procedural Knowledge</u>	<u>Declarative Knowledge</u> To know what a freeze frame is in the context of dance. To know why certain types of actions suit particular dance genres. To know which formations are effective and why. To know how to build on their understanding of canon to create independent ideas. To know what flow means in a dance context. To know what stage entry is.	<u>Declarative Knowledge</u> To know what the word composition means in relation to gymnastics. To know what the STEP principle is. To know several actions that require gymnasts to take their weight on their hands. To know 5 compositional ideas. To know what cooperation is in a PE context. To know how to judge a basic gymnastic sequence.	<u>Declarative Knowledge</u> To know what it means to 'run onto the ball'. To know how to use both front-side and goal-side marking. To know how to use the standing tackle technique. To know why close control is essential for forward dribbling. To know how to pass accurately over a longer distance. To know why passing on the move is important in football. <u>Procedural Knowledge</u>	<u>Declarative Knowledge</u> To know how to stay balanced whilst travelling in water. To know how to lift feet off the ground with support. To know how to pull through the water with the hands. To know how to put a face in the water. To know how to move from a prone floating to a standing position. To know how to move from a supine floating to a standing position. To know how to swim using back crawl leg kicks. To know how to push and glide with a float. To know how to use the sculling technique. To know how to swim in the prone position using 'doggy paddle'.	



	<p>To be able to perform a push pass with accuracy.</p> <p>To be able to perform a straight dribble to maintain possession.</p> <p>To be able to use reverse-stick to control a ball.</p> <p>To be able to use a slap pass to send the ball over longer distances.</p> <p>To be able to turn to keep the ball under control and move into space.</p> <p>To be able to develop new skills in competitive situations and look to improve.</p>	<p><u>Procedural Knowledge</u></p> <p>To be able to use freeze frame in our dances.</p> <p>To be able to perform a slide and roll confidently.</p> <p>To be able to use a variety of formations when performing.</p> <p>To be able to extend our 'mission dance' phrases using canon.</p> <p>To be able to sequence our dance actions to show good flow.</p> <p>To be able to create a 5-action dance routine showing a good 'stage' entry.</p>	<p><u>Procedural Knowledge</u></p> <p>To be able to perform a 6-element sequence that uses changes in speed and direction.</p> <p>To be able to use the STEP principle to create a partner sequence.</p> <p>To be able to take weight on hands, showing control.</p> <p>To be able to develop a sequence using compositional ideas, e.g. changing speed.</p> <p>To be able to cooperate as a group to refine a short sequence.</p> <p>To be able to compare and judge sequences.</p>	<p>To be able to run onto the ball to receive it.</p> <p>To be able to explore front and goal-side marking techniques.</p> <p>To be able to perform a standing tackle to dispossess an attacker.</p> <p>To be able to dribble, showing good control to progress forward.</p> <p>To be able to pass and receive the ball over longer distances.</p> <p>To be able to perform passing and moving with a teammate.</p>	<p>To know how to move from gliding to swimming in 'doggy paddle'.</p> <p>To know how to maximise swimming distance.</p> <p><u>Procedural Knowledge</u></p> <p>To be able to keep their balance by pushing and pulling against the water.</p> <p>To be able to lift our feet off the ground and make shapes in the water.</p> <p>To be able to use our hands to move forward.</p> <p>To be able to put our faces in the water.</p> <p>To be able to stand again after floating on our front.</p> <p>To be able to stand again after floating on our backs.</p> <p>To be able to swim a short distance on our backs with a float.</p> <p>To be able to push and glide from the side of the pool.</p> <p>To be able to use the 'sculling' technique to swim on our backs.</p> <p>To be able to use 'doggy paddle' to swim a short distance on our front.</p>
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					<p>To be able to move from a glide into a doggy paddle.</p> <p>To be able to swim as far as we are able on our front and back.</p>
Unit 1 - Skills					
	<p>Develop dance freeze frames.</p> <p>Perform a slide and roll.</p> <p>Replicate a set phrase.</p> <p>Work collaboratively to sequence movements.</p> <p>Create a 5- action routine.</p> <p>Use formations to tell a story.</p> <p>Perform without prompts.</p> <p>Use devices to manipulate movements.</p> <p>Perform contact work as a group.</p>	<p>Cartwheel progressions.</p> <p>Using STEP.</p> <p>Judging.</p> <p>Changes in speed.</p> <p>Shoulder roll.</p> <p>Shoulder stand.</p> <p>Showing flow.</p> <p>Fitness through Tabata's.</p>	<p>Passing over longer distances, use some marking technique and introduce some defending principles.</p> <p>Dribbling in different directions, defensive tackling, front of player and goal side marking.</p>	<p>Pulling and pushing.</p> <p>Stabilising – feet upright off the ground.</p> <p>Submerging.</p> <p>Prone float.</p> <p>Supine float.</p> <p>Leg action on back.</p> <p>Push, glide, turn.</p> <p>Doggy paddle.</p> <p>Transition from glide to stroke.</p>	<p>Push pass, slap pass, straight dribble, stopping and turning with the ball.</p>



		Identify strengths in their performance.				
	Unit 2 - Key Knowledge					
	KS2 Fitness	Handball	Gymnastics	OAA	Athletics	Cricket
<u>Declarative knowledge</u>	<u>Declarative knowledge</u>	<u>Declarative knowledge</u>	<u>Declarative knowledge</u>	<u>Declarative knowledge</u>	<u>Declarative knowledge</u>	
<p>To know how to overload using sets, reps, time or load.</p> <p>To know why rest periods are important in interval training.</p> <p>To know why it's difficult to maintain quality movement in a workout.</p> <p>To know why good sleep is essential for a healthy lifestyle.</p> <p>To know the macronutrients that make up a healthy diet.</p> <p>To know what dehydration is.</p>	<p>To know how to protect the ball after it is caught.</p> <p>To know how to shoot using the overarm technique.</p> <p>To know that a three-man weave is used in other sports.</p> <p>To know what to do when your team loses possession of the ball.</p> <p>To know what a 7m throw is and when it is awarded.</p> <p>To know the rules of the throw-off to restart a game.</p>	<p>To know the key steps to a weighted bunny hop.</p> <p>To know how to perform an over-the-shoulder roll safely.</p> <p>To know the muscles of the core.</p> <p>To know why strength is a key component of fitness for gymnastics.</p> <p>To know how to bear weight on their shoulders and upper back safely.</p> <p>To know key aspects of gymnastics that specifically require strength to perform well.</p>	<p>To know how to listen and suggest ideas when working as a team.</p> <p>To know how to talk to teammates to help complete a task.</p> <p>To know how to include all teammates to complete a task.</p> <p>To know the cardinal points of a compass.</p> <p>To know what orienteering is.</p> <p>To know how to use a map to plot a route.</p>	<p>To know how to select the most appropriate technique for the best performance when running, jumping or throwing.</p> <p>To know how to use a run-up to increase the distance.</p> <p>To know what a sling throw is used for.</p> <p>To know how to measure a throw accurately.</p> <p>To know when and how to perform a relay baton exchange.</p>	<p>To know how to score single runs.</p> <p>To know where the crease is and its purpose in a game.</p> <p>To know how to deliver an overarm bowl.</p> <p>To know when to play a pull shot when batting.</p> <p>To know how to stop a bouncing ball when fielding.</p> <p>To know how to set up a game of French cricket independently.</p> <p style="text-align: center;"><u>Procedural knowledge</u></p>	



	<p><u>Procedural knowledge</u></p> <p>To be able to identify the signs of dehydration.</p> <p>To be able to explain why rest is important and not overdo exercise.</p> <p>To be able to maintain balance while performing.</p> <p>To be able to explain why sleep is important.</p> <p>To be able to participate in a pyramid workout.</p> <p>To be able to state the benefits of 'whole body' exercise.</p>	<p><u>Procedural knowledge</u></p> <p>To be able to protect the ball from our opponent after catching it.</p> <p>To be able to use basic overarm shooting techniques.</p> <p>To be able to build an attack in a team using a 3-man weave.</p> <p>To be able to perform turns on the move to get back and defend.</p> <p>To be able to perform a 7-metre throw with power and accuracy.</p> <p>To be able to use a throw-off to restart a game.</p>	<p><u>Procedural knowledge</u></p> <p>To be able to perform a weighted bunny hop, showing control and balance.</p> <p>To be able to arabesque balance and over-the-shoulder roll.</p> <p>To be able to identify and engage core muscles for stability.</p> <p>To be able to transition from a front support to side support smoothly.</p> <p>To be able to perform a shoulder stand with control.</p> <p>To be able to combine all elements of this unit, showing smooth transitions.</p>	<p>Recognise and recall common map symbols.</p> <p><u>Procedural knowledge</u></p> <p>To be able to work collaboratively to complete a problem-solving task.</p> <p>To be able to work collaboratively to create shapes whilst blindfolded.</p> <p>To be able to name and recognise the cardinal points of the compass.</p> <p>To be able to complete orienteering tasks calmly under time pressure.</p> <p>To be able to work with a partner to use a map to follow a course.</p> <p>To be able to recognise and recall</p>	<p>To know how to measure and track scores in competitive running, throwing and jumping events.</p> <p><u>Procedural knowledge</u></p> <p>To be able to challenge ourselves in running, jumping and throwing tasks</p> <p>To be able to accelerate over short distances.</p> <p>To be able to run and jump using one-footed take-off.</p> <p>To be able to use a sling action to throw a discus.</p> <p>To be able to run on a curve and exchange a baton in a team.</p> <p>To be able to apply the skills developed in a competitive way.</p>	<p>To be able to hit the ball in different directions.</p> <p>To be able to anticipate when to run to score singles.</p> <p>To be able to intercept a moving ball with one hand.</p> <p>To be able to attempt to bowl overarm.</p> <p>To be able to play a pull shot and attempt it in a game.</p> <p>To be able to field a bouncing ball effectively.</p>
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				common map symbols from a key.		
Unit 2 - Skills						
		<p>Passing over longer distances, use some marking technique and introduce some defending principles.</p> <p>– Protecting the ball, basic shooting, 3 man weave, turn on the move, 7m throw.</p>	<p>Cartwheel progressions.</p> <p>Using STEP.</p> <p>Judging. Changes in speed.</p> <p>Shoulder roll.</p> <p>Shoulder stand.</p> <p>Showing flow.</p> <p>Fitness through Tabata's.</p>	<p>Recognise compass points.</p> <p>Use a compass.</p> <p>Follow a course.</p> <p>Work cooperatively with a partner to follow a map and solve problems.</p> <p>Recognise a range of standard map symbols.</p> <p>Evaluate their own success.</p>	<p>Aiming at targets.</p> <p>Accelerating over short distances.</p> <p>Taking off from run with one foot to increase distance.</p> <p>Sling action when throwing.</p> <p>Perform baton exchanges.</p>	<p>Directing hit to score runs.</p> <p>Attempt to stop a bouncing ground ball with some success.</p> <p>Cricket – Anticipate when to run to score singles.</p> <p>Bowl overarm from a stationary position.</p> <p>Attempt a pull shot in a game.</p> <p>Intercept the ball with one hand.</p>

National Curriculum Objectives

- ⑤ To use running, jumping, throwing and catching in isolation and in combination. (Handball; Cricket; Athletics)
- ⑤ To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. (Football; Cricket; Hockey; Handball)
- ⑤ To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. (Dance; Gymnastics; Athletics)
- ⑤ To perform dances using a range of movement patterns. (Dance)
- ⑤ To take part in outdoor and adventurous activity challenges both individually and within a team. (OAA)
- ⑤ To compare their performances with previous ones and demonstrate improvement to achieve their personal best. (KS2 Fitness; OAA; Athletics)



☺ To swim competently, confidently and proficiently over a distance of at least 25 metres. To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. To perform safe self-rescue in different water-based situations. (Swimming)



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Unit 1 - Key Knowledge					
Year 5	Tennis	Dance	Gymnastics	Netball	Athletics	Rounders
	<p style="text-align: center;"><u>Declarative Knowledge</u></p> <p>To know why you hit the ball before the second bounce.</p> <p>To know when you might play an overhead shot.</p> <p>To know what a volley is and when you would use it.</p> <p>To know different doubles formations and when to use them.</p> <p>To know some of the service rules of tennis.</p> <p>To know how to umpire using some basic rules of the game.</p> <p style="text-align: center;"><u>Procedural Knowledge</u></p>	<p style="text-align: center;"><u>Declarative Knowledge</u></p> <p>To know what non-locomotor means in a dance context.</p> <p>To know what makes Bollywood dance famous.</p> <p>To know the reasons you would use floor patterns.</p> <p>To know what line dancing is and its origins.</p> <p>To know the names of some of the steps in line dancing.</p> <p>To know what a wall pattern is.</p> <p style="text-align: center;"><u>Procedural Knowledge</u></p> <p>To be able to perform a non-</p>	<p style="text-align: center;"><u>Declarative Knowledge</u></p> <p>To know why a round-off is a more complex skill to perform.</p> <p>To know a range of ways to bring symmetry to partner work.</p> <p>To know a range of ways to bring asymmetry to individual work.</p> <p>To know what counterbalance means in the context of gymnastics.</p> <p>To know how to use existing.</p> <p>To knowledge of compositional ideas with balance work.</p>	<p style="text-align: center;"><u>Declarative Knowledge</u></p> <p>To know some recognised netball passes.</p> <p>To know why it is important to find space in a game.</p> <p>To know how to get free of a defender in a game.</p> <p>To know why dodging is a crucial skill in netball.</p> <p>To know why quick turns/pivots help to build an attack.</p> <p>To know why reaction time is important in netball.</p> <p style="text-align: center;"><u>Procedural Knowledge</u></p>	<p style="text-align: center;"><u>Declarative Knowledge</u></p> <p>To know what a leg of a relay race is.</p> <p>To know how to pace a run over longer distances.</p> <p>To know how to mark out a run-up for the long jump.</p> <p>To know which event(s) a push throw is used in.</p> <p>To know where to perform a baton exchange in a relay race.</p> <p>To know how to use the STEP principle to adapt a task.</p> <p style="text-align: center;"><u>Procedural Knowledge</u></p>	<p style="text-align: center;"><u>Declarative Knowledge</u></p> <p>To know and list the rules of rounders learned so far.</p> <p>To know how to maximise the chance of scoring as a batter.</p> <p>To know what a backward hit is.</p> <p>To know how to be effective as a fielder to reduce scoring opportunities.</p> <p>To know how to work with other fielders to restrict run-scoring.</p> <p>To know what it means to set a field.</p> <p style="text-align: center;"><u>Procedural Knowledge</u></p>



	<p>To be able to perform a range of different shots with control.</p> <p>To be able to move quickly to the ball to perform a volley.</p> <p>To be able to play an overhead shot.</p> <p>To be able to use different court formations during doubles play.</p> <p>To be able to refine movement to hit the ball before the second bounce.</p> <p>To be able to perform a diagonal serve to begin a game.</p>	<p>locomotor movement.</p> <p>To be able to combine both non-locomotor and locomotor actions.</p> <p>To be able to create new and exciting group patterns.</p> <p>To be able to do a simple Line Dance routine.</p> <p>To be able to create our own 3-step line dance with a partner.</p> <p>To be able to work collaboratively within our group to improve our performance.</p>	<p>To know how to give thoughtful and constructive feedback.</p> <p><u>Procedural Knowledge</u></p> <p>To be able to perform a version a round-off.</p> <p>To be able to create and perform a partner sequence using symmetry.</p> <p>To be able to create and perform a partner sequence using asymmetry.</p> <p>To be able to perform a counterbalance with a partner.</p> <p>To be able to perform smooth transitions between counterbalances using different levels.</p> <p>To be able to evaluate each other's work and</p>	<p>To be able to choose the appropriate pass for different scenarios.</p> <p>To be able to find space to receive in a game.</p> <p>To be able to use different dodging techniques to outwit a defender and get free.</p> <p>To be able to practice and perform pivoting and quick turns.</p> <p>To be able to get into closer shooting positions.</p> <p>To be able to react and move quickly in isolation and games.</p>	<p>To be able to run for speed & distance individually & as part of a team.</p> <p>To be able to pace a run over longer distances.</p> <p>To be able to perform different jumping styles and explore which ones they can jump further with.</p> <p>To be able to use the push-throw technique.</p> <p>To be able to exchange a baton within a restricted area.</p> <p>To be able to design an activity for others using the STEP principle.</p>	<p>To be able to judge how far to run based on the distance of a hit.</p> <p>To be able to throw over short distances with power and accuracy to get batters out.</p> <p>To be able to follow the ball's path to ensure it is fielded consistently.</p> <p>To be able to use the backwards hit rule tactically as the backstop.</p> <p>To be able to hit the ball into gaps to maximise the chance of scoring.</p> <p>To be able to set a field in a game to limit the scoring of a batter.</p>
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			suggest improvements			
Unit 1 - Skills						
	<p>Volley shots.</p> <p>Clearing from the back of court.</p> <p>Different positioning for doubles games.</p> <p>Approach the ball and forehand and backhand.</p> <p>Conditioned games to encourage using different shot types.</p>	<p>Perform locomotor and non-locomotor movements in a dance phrase.</p> <p>Describe the key features of line dancing.</p> <p>Work collaboratively in a group of 4.</p> <p>Use basic knowledge of line dancing steps to create own line dance.</p> <p>Copy and perform a specific dance action to communicate a theme.</p> <p>Communicate the idea of a hero.</p> <p>Copy and execute a high energy jump sequence.</p>	<p>Symmetry & asymmetry.</p> <p>Perform counterbalances.</p> <p>Round off progressions.</p> <p>Linking cartwheels & roundoffs.</p> <p>Performing pathways.</p> <p>Devising warm-ups.</p>	<p>Combine basic skills with confidence such as dribbling and shooting.</p> <p>Select and apply appropriate skills in a game situation.</p> <p>Effective bounce pass in game, use a greater variety of dodging skills, pivot and pass, 2 handed shooting.</p>	<p>Prepare to run an individual leg.</p> <p>Develop further the principles of pace.</p> <p>Steeplechase and jump for distance.</p> <p>Push action when throwing.</p> <p>Baton exchange within restricted area.</p> <p>Run up for long jump.</p>	<p>Throw for accuracy over short distances.</p> <p>Recognise where to play.</p> <p>Body position to catch a ball to stump players out.</p> <p>Apply backwards hit rule, attempt to catch a backward hit.</p> <p>Distinguish between deep and close fielding.</p>



		Create a low-level attack sequence.				
Unit 2 - Key Knowledge						
	Tag Rugby	Basketball	Gymnastics	Netball	OAA	Rounders
	<u>Declarative Knowledge</u>	<u>Declarative Knowledge</u>	<u>Declarative Knowledge</u>	<u>Declarative Knowledge</u>	<u>Declarative Knowledge</u>	<u>Declarative Knowledge</u>
	To know what a defensive line is.	To know why blocking is used in a game.	To know what a pathway is in a gymnastics context.	To know some recognised netball passes.	To know some different forms of communication.	To know and list the rules of rounders learned so far.
	To know how accurate passing is important in invasion games and give examples.	To know what the term 'ball carrier' means.	To know what refining a skill means and be able to give examples.	To know why it is important to find space in a game.	To know how to quickly and safely collect control points.	To know how to maximise the chance of scoring as a batter.
	To know when you would use a pop pass.	To know what the 'wing' refers to on a basketball court.	To know why progressions are necessary in gymnastics.	To know how to get free of a defender in a game.	To know the importance of remembering and recalling locations.	To know what a backward hit is.
	To know what a formation is in invasion games.	To know what it means to be under pressure in a game.	To know the key steps to link two cartwheels together.	To know why dodging is a crucial skill in netball.	To know how to communicate with a group when leading them in a task.	To know how to be effective as a fielder to reduce scoring opportunities.
	To know how the magic diamond formation works.	To know the importance of winning the rebounding ball.	To know why strength and flexibility are essential to perform a bridge.	To know why quick turns/pivots help to build an attack.	To know how to think creatively when building marshmallow towers.	To know how to work with other fielders to restrict run-scoring.
	<u>Procedural Knowledge</u>	<u>Procedural Knowledge</u>	<u>Procedural Knowledge</u>	<u>Procedural Knowledge</u>	<u>Procedural Knowledge</u>	<u>Procedural Knowledge</u>
	To be able to use defensive positions	To know some basic rules of the game.	To know how to select and apply	To know why reaction time is important in netball.		To know what it means to set a field.



	<p>to mark and tag an attacker.</p> <p>To be able to pass a ball accurately and consistently while on the move.</p> <p>To be able to defend as part of a team to deny space to attackers.</p> <p>To be able to use a pop pass over short distances to create an explosive run.</p> <p>To be able to move the ball quickly using the 'magic diamond' formation.</p> <p>To be able to use the 3-step and pass rule with some confidence.</p>	<p>To be able to use blocking to stop an opponent from shooting.</p> <p>To be able to perform a front pivot and try to use it in a game.</p> <p>To be able to use a forward pass and wing play to build an attack as a team.</p> <p>To be able to perform a one-handed push pass under pressure.</p> <p>To be able to create space using the box-out technique to recover rebounds.</p> <p>To be able to catch the ball under pressure into the triple-threat position.</p>	<p>skills for the best performance.</p> <p><u>Procedural Knowledge</u></p> <p>To be able to use space creatively along an L-shaped pathway.</p> <p>To be able to refine round-off technique.</p> <p>To be able to refine over-the-shoulder roll and attempt a handstand finish.</p> <p>To be able to link two cartwheels smoothly.</p> <p>To be able to transition into a bridge with control.</p> <p>To be able to develop a 6-element partner sequence incorporating asymmetry.</p>	<p>To be able to choose the appropriate pass for different scenarios.</p> <p>To be able to find space to receive in a game.</p> <p>To be able to use different dodging techniques to outwit a defender and get free.</p> <p>To be able to practice and perform pivoting and quick turns.</p> <p>To be able to get into closer shooting positions.</p> <p>To be able to react and move quickly in isolation and games.</p>	<p>To know how to decipher simple Morse Code.</p> <p><u>Procedural Knowledge</u></p> <p>To be able to explore different ways of communicating with a blindfolded partner.</p> <p>To be able to follow a designated route at maximum speed safely.</p> <p>To be able to use memory methods to recall different objects whilst navigating.</p> <p>To be able to use clear communication to recreate a shape from memory.</p> <p>To be able to use creative thinking to create the tallest tower.</p>	<p>To be able to judge how far to run based on the distance of a hit.</p> <p>To be able to throw over short distances with power and accuracy to get batters out.</p> <p>To be able to follow the ball's path to ensure it is fielded consistently.</p> <p>To be able to use the backwards hit rule tactically as the backstop.</p> <p>To be able to hit the ball into gaps to maximise the chance of scoring.</p> <p>To be able to set a field in a game to limit the scoring of a batter.</p>
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					To be able to send and interpret messages using Morse Code.	
Unit 2 - Skills						
	<p>Combine basic skills with confidence such as dribbling and shooting.</p> <p>Select and apply appropriate skills in a game situation.</p> <p>Tagging opposition, when to run and when to pass into space, deny space to opposition, pop pass, magic diamond formation, 3 step and pass technique.</p>	<p>Combine basic skills with confidence such as dribbling and shooting.</p> <p>Select and apply appropriate skills in a game situation.</p> <p>– Block, forward pivot, forward pass, push pass, boxing out.</p>	<p>Symmetry & asymmetry.</p> <p>Perform counterbalances.</p> <p>Round off progressions.</p> <p>Linking cartwheels & roundoffs.</p> <p>Performing pathways.</p> <p>Devising warm-ups.</p>	<p>Combine basic skills with confidence such as dribbling and shooting.</p> <p>Select and apply appropriate skills in a game situation.</p> <p>Effective bounce pass in game, use a greater variety of dodging skills, pivot and pass, 2 handed shooting.</p>	<p>Use memory and recall skills.</p> <p>Work at maximum physical capacity e.g. when running.</p> <p>Use control cards.</p> <p>Perform under pressure.</p> <p>Perform safely and with control.</p> <p>Classify and interpret simple morse code.</p>	<p>Throw for accuracy over short distances.</p> <p>Recognise where to play.</p> <p>Body position to catch a ball to stump players out.</p> <p>Apply backwards hit rule, attempt to catch a backward hit.</p> <p>Distinguish between deep and close fielding.</p>

National Curriculum Objectives

- ⑤ To use running, jumping, throwing and catching in isolation and in combination. (Tag Rugby; Basketball; Netball; Athletics; Rounders; Tennis)
- ⑤ To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. (Tag Rugby; Basketball; Netball; Rounders; Tennis)
- ⑤ To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. (Athletics; Gymnastics; Dance)
- ⑤ To perform dances using a range of movement patterns. (Dance)
- ⑤ To take part in outdoor and adventurous activity challenges both individually and within a team. (OAA)
- ⑤ To compare their performances with previous ones and demonstrate improvement to achieve their personal best. (Athletics; Tennis)



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Unit 1 - Key Knowledge					
Year 6	Netball	Dance	Gymnastics	Football	Athletics	Cricket
	<p style="text-align: center;"><u>Declarative Knowledge</u></p> <p>To know why coordination is important in netball.</p> <p>To know how to mark a ball when defending.</p> <p>To know why positioning is important when attacking around the semi-circle.</p> <p>To know how to rebound a missed shot.</p> <p>To know how to be active as a defender to intercept a pass.</p> <p>To know what it means to be onside.</p>	<p style="text-align: center;"><u>Declarative Knowledge</u></p> <p>To know what a stag leap and rebound jumps are.</p> <p>To know what a lift is and how it shows relationships.</p> <p>To know how to compose a dance with interesting dynamics.</p> <p>To know why group formations improve your dance for the audience.</p> <p>To know how to replicate freeze frame images.</p> <p>To know the names of some street dance steps.</p>	<p style="text-align: center;"><u>Declarative Knowledge</u></p> <p>To know real-life scenarios where they can use their jumping skills.</p> <p>To know what the word dismount means in a gymnastics context.</p> <p>To know how to adapt To knowledge and understanding of canon to a more complex flight sequence.</p> <p>To know the equipment types used in rhythmic gymnastics.</p> <p>To know how to identify better work and use this To</p>	<p style="text-align: center;"><u>Declarative Knowledge</u></p> <p>To know which player is in the best position to shoot.</p> <p>To know what it means to restrict your opponent's space and ways to do this.</p> <p>To know when a penalty kick is awarded.</p> <p>To know how to work with a teammate to create scoring chances.</p> <p>To know when a covering defender is needed.</p> <p>To know how to control the ball under pressure.</p>	<p style="text-align: center;"><u>Declarative Knowledge</u></p> <p>To know why a crouch start to a sprint creates power.</p> <p>To know how to combine the phases correctly for a triple jump.</p> <p>To know when you would use a heave throw.</p> <p>To know what a parlauf is.</p> <p>To know which throwing event they perform best at.</p> <p>To know why being active for a sustained period improves fitness.</p>	<p style="text-align: center;"><u>Declarative Knowledge</u></p> <p>To know some of the fielding positions in a ring field, e.g. midoff</p> <p>To know when the on and off side of the field changes.</p> <p>To know when to bowl a short-pitched ball.</p> <p>To know how to work together to field a long ball.</p> <p>To know how to set an attacking field.</p> <p>To know how to consistently apply the rules of cricket as both a player and umpire.</p>



	<p><u>Procedural Knowledge</u></p> <p>To be able to improve our coordination.</p> <p>To be able to mark the pass or the shot.</p> <p>To be able to organise themselves in and around the semi-circle.</p> <p>To be able to compete to win the rebounding ball.</p> <p>To be able to stay active to intercept a pass.</p> <p>To be able to stay onside in games depending on the position being played.</p>	<p><u>Procedural Knowledge</u></p> <p>To be able to show the technique of the stag leap and rebound jump.</p> <p>To be able to explore relationships and perform partner lifts.</p> <p>To be able to compose a dance showing appropriate dynamics.</p> <p>To be able to work within their group to select and apply a range of formations that brings the dance to life.</p> <p>To be able to link freeze frames to street dance style to create a short movement phrase.</p> <p>To be able to perform a Top Rock and Slide Step and perform confidently with a partner.</p>	<p>knowledge to improve.</p> <p>To know a range of partner balances and the importance of the role of base and flyer.</p> <p><u>Procedural Knowledge</u></p> <p>To be able to use controlled flight onto high apparatus.</p> <p>To be able to dismount from high apparatus.</p> <p>To be able to develop a sequence using flight in canon formation.</p> <p>To be able to use equipment such as hoops and balls in a group sequence.</p> <p>To be able to create a paired flight sequence using both canon and unison.</p>	<p><u>Procedural Knowledge</u></p> <p>To be able to set up a shooting opportunity for a teammate.</p> <p>To be able to restrict an opponent's space by defending with a partner.</p> <p>To be able to perform a penalty kick with power and accuracy.</p> <p>To be able to attack and shoot as a pair.</p> <p>To be able to perform the role of a cover defender to stop/slow the opposition's attack.</p> <p>To be able to use close control to keep possession of the ball under pressure.</p>	<p><u>Procedural Knowledge</u></p> <p>To be able to use the sprint start technique to increase running speed.</p> <p>To be able to perform the three phases of the triple jump.</p> <p>To be able to perform the heave throw technique.</p> <p>To be able to assess their own ability to play their role in parlauf.</p> <p>To be able to perform the scissor jump technique.</p> <p>To be able to record and relay results over a range of track and field events.</p>	<p><u>Procedural Knowledge</u></p> <p>To be able to create pressure on a batter by using a ring field.</p> <p>To be able to track and catch a high ball consistently.</p> <p>To be able to perform a short-pitched bowl to get a batter to hit the ball in the air.</p> <p>To be able to work in a pair to restrict runs scored when fielding.</p> <p>To be able to play an on-drive.</p> <p>To be able to set an attacking field.</p>
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			<p>To be able to create and perform a 6-element sequence to music.</p> <p>To be able to perform a range of increasingly complex partner balances in the role of both base and flyer.</p>			
	Unit 1 - Skills					
	<p>Compare performances.</p> <p>Comprehend and show why player with the ball should keep moving or be ready to pass quickly.</p> <p>Double bounce rule, marking to pass or shoot, organisation around the D, rebounds as attacker and defender, knocking the ball away.</p>	<p>Explore space in a deeper way in relation to dance.</p> <p>Identify appropriate dynamics and group formations for a sports dance.</p> <p>Perform some basic street dance skills.</p> <p>Compose a street dance performance.</p> <p>Create a phrase of gestures that communicate a theme.</p> <p>Describe the meaning/purpose of</p>	<p>Prepare for vaulting. Dismounting from height.</p> <p>Flight in unison & cannon.</p> <p>Use music.</p> <p>Create group patterns.</p> <p>Entrance and relationships to one another.</p> <p>Use stimuli such as ribbons and hoops.</p> <p>Perform partner balances.</p>	<p>Setting up others to shoot, deny space, role of covering defender, penalty shooting, goal keeping, close control knee, chest.</p> <p>Compare performances.</p> <p>Comprehend and show why player with the ball should keep moving or be ready to pass quickly.</p>	<p>Sprint start techniques.</p> <p>Developing the phases of triple jump to jump for distance.</p> <p>Use the heave throw technique.</p> <p>Assess own ability in running tasks.</p> <p>Scissor jump preparation for high jump.</p> <p>Quad track and field competition.</p>	<p>Demonstrate urgency when acquiring runs/rounders.</p> <p>Track and catch high balls.</p> <p>Work in pairs to field a long ball.</p> <p>Cricket – Ring field positions, mid on, mid off, mid wicket and cover.</p> <p>Bowling short.</p> <p>On drive.</p> <p>Attacking fielding roles slip, silly point and short leg.</p>



	<p>several different devices.</p> <p>Show formations that create tension and relationships.</p> <p>Create and perform a live aural setting.</p>					
Unit 2 - Key Knowledge						
	<p style="text-align: center;">Netball</p> <p style="text-align: center;"><u>Declarative Knowledge</u></p> <p>To know why coordination is important in netball.</p> <p>To know how to mark a ball when defending.</p> <p>To know why positioning is important when attacking around the semi-circle.</p> <p>To know how to rebound a missed shot.</p>	<p style="text-align: center;">Badminton</p> <p style="text-align: center;"><u>Declarative Knowledge</u></p> <p>To know when to use a smash shot.</p> <p>To know simple doubles rules.</p> <p>To know how and when to play a drop shot.</p> <p>To know why successful net play improves you as a player.</p> <p>To know why communication is essential between doubles partners.</p>	<p style="text-align: center;">Gymnastics</p> <p style="text-align: center;"><u>Declarative Knowledge</u></p> <p>To know how to perform a complex sequence.</p> <p>To know what percussion means.</p> <p>To know the main concepts of judging criteria.</p> <p>To know how to use compositional ideas in a group context.</p> <p>To know the difference between a male and female performance entrance.</p>	<p style="text-align: center;">Football</p> <p style="text-align: center;"><u>Declarative Knowledge</u></p> <p>To know which player is in the best position to shoot.</p> <p>To know what it means to restrict your opponent's space and ways to do this.</p> <p>To know when a penalty kick is awarded.</p> <p>To know how to work with a teammate to create scoring chances.</p>	<p style="text-align: center;">OAA</p> <p style="text-align: center;"><u>Declarative Knowledge</u></p> <p>To know how to orient a map.</p> <p>To know the difference between a scavenger hunt and orienteering.</p> <p>To know how to perform group balances using a range of techniques safely.</p> <p>To know the steps to tie a reef knot.</p> <p>To know what the key features of a game are.</p>	<p style="text-align: center;">Cricket</p> <p style="text-align: center;"><u>Declarative Knowledge</u></p> <p>To know some of the fielding positions in a ring field, e.g. mid-off.</p> <p>To know when the on and off side of the field changes.</p> <p>To know when to bowl a short-pitched ball.</p> <p>To know how to work together to field a long ball.</p> <p>To know how to set an attacking field.</p>



	<p>To know how to be active as a defender to intercept a pass.</p> <p>To know what it means to be onside.</p> <p><u>Procedural Knowledge</u></p> <p>To be able to improve our coordination.</p> <p>To be able to mark the pass or the shot.</p> <p>To be able to organise themselves in and around the semi-circle.</p> <p>To be able to compete to win the rebounding ball.</p> <p>To be able to stay active to intercept a pass.</p> <p>To be able to stay onside in games depending on the position being played.</p>	<p>To know different defensive formations in a doubles game.</p> <p><u>Procedural Knowledge</u></p> <p>To be able to use the smash shot in a doubles game.</p> <p>To be able to hit a drop shot using the correct technique to outwit an opponent.</p> <p>To be able to develop reaction time to hit shots when close to the net.</p> <p>To be able to communicate with a partner in a doubles match to make sure court positioning is correct.</p> <p>To be able to use defensive formations in a doubles game to prevent opponents from scoring points.</p>	<p>To know how to adapt a sequence to criteria such as time limits.</p> <p><u>Procedural Knowledge</u></p> <p>To be able to perform a 10-element sequence using floor & apparatus.</p> <p>To be able to perform with equipment & respond creatively to music.</p> <p>To be able to create judging criteria & assess performances against it.</p> <p>To be able to create and perform interesting patterns as part of a group.</p> <p>To be able to show the appropriate walk & presentation to start sequence.</p>	<p>To know when a covering defender is needed.</p> <p>To know how to control the ball under pressure.</p> <p><u>Procedural Knowledge</u></p> <p>To be able to set up a shooting opportunity for a teammate.</p> <p>To be able to restrict an opponent's space by defending with a partner.</p> <p>To be able to perform a penalty kick with power and accuracy.</p> <p>To be able to attack and shoot as a pair.</p> <p>To be able to perform the role of a cover defender to stop/slow the opposition's attack.</p>	<p>To know the importance of trial and error when problem-solving.</p> <p><u>Procedural Knowledge</u></p> <p>To be able to work with partner to successfully orient and follow map.</p> <p>To be able to identify objects quickly from a written description.</p> <p>To be able to safely perform a pyramid balance in a small group.</p> <p>To be able to work as part of a team to complete a range of tasks.</p> <p>To be able to create a fun and challenging game for others to complete.</p>	<p>To know how to consistently apply the rules of cricket as both a player and umpire.</p> <p><u>Procedural Knowledge</u></p> <p>To be able to create pressure on a batter by using a ring field.</p> <p>To be able to track and catch a high ball consistently.</p> <p>To be able to perform a short-pitched bowl to get a batter to hit the ball in the air.</p> <p>To be able to work in a pair to restrict runs scored when fielding.</p> <p>To be able to play an on-drive.</p> <p>To be able to set an attacking field.</p>
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			To be able to perform a 10-element sequence with a 1-min time limit.	To be able to use close control to keep possession of the ball under pressure.	To be able to listen to others to refine and adapt ideas to complete a complex task.	
Unit 2 - Skills						
	<p>Compare performances.</p> <p>Comprehend and show why player with the ball should keep moving or be ready to pass quickly.</p> <p>Double bounce rule, marking to pass or shoot, organisation around the D, rebounds as attacker and defender, knocking the ball away.</p>	<p>Drop and smash shot.</p> <p>Drop shot and recover.</p> <p>Use quick reactions for confident net play.</p> <p>Offensive court positioning.</p> <p>Defensive formations for doubles.</p>	<p>Prepare for vaulting.</p> <p>Dismounting from height.</p> <p>Flight in unison & cannon.</p> <p>Use music.</p> <p>Create group patterns.</p> <p>Entrance and relationships to one another.</p> <p>Use stimuli such as ribbons and hoops.</p> <p>Perform partner balances.</p>	<p>Setting up others to shoot, deny space, role of covering defender, penalty shooting, goal keeping, close control knee, chest.</p> <p>Compare performances.</p> <p>Comprehend and show why player with the ball should keep moving or be ready to pass quickly.</p>	<p>Follow and orient a map.</p> <p>Identify objects in a scavenger hunt.</p> <p>Perform complex group pyramid balances.</p> <p>Tie a reef knot.</p> <p>Design your own game using, refining, and adapting group ideas.</p>	<p>Demonstrate urgency when acquiring runs/rounders.</p> <p>Track and catch high balls.</p> <p>Work in pairs to field a long ball.</p> <p>Cricket – Ring field positions, mid on, mid off, mid wicket and cover.</p> <p>Bowling short.</p> <p>On drive.</p> <p>Attacking fielding roles slip, silly point and short leg.</p>
National Curriculum Objectives						
<p>⑤ To use running, jumping, throwing and catching in isolation and in combination. (Netball; Cricket; Football)</p>						



- ⑤ To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. (Badminton; Netball; Football; Cricket)
- ⑤ To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. (Athletics; Gymnastics; Dance)
- ⑤ To perform dances using a range of movement patterns. (Dance)
- ⑤ To take part in outdoor and adventurous activity challenges both individually and within a team. (OAA)
- ⑤ To compare their performances with previous ones and demonstrate improvement to achieve their personal best. (Athletics; Gymnastics)