BHP Curriculum Progression for PE

Unit of work: Fundamental movement skills

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Physical literacy: Fundamental movement skills-To be able to run in different directions with control.-To be able to jump forwards from 2 feet to 2 feet.-To be able to hop on either foot with control.-To gallop using preferred leg.-To be able to skip over a rope.-To gain height when jumping.-To take turns with a partner when performing a task. | Physical literacy: Fundamental movement skills-To be able to run and change directions quickly with control-To be able to jump for distance with control.-To be able to hop in different directions with control.-To gallop with rhythm& control in differentdirections.-To skip in differentdirections with control.-To gain power to getheight in jump.-To challenge &improve skills.-To work cooperatively with a partner to lead and complete a task. | Physical literacy: Fundamental movement skills-To be able to run andchange directionsquickly with control.-To be able to jump fordistance with control.-To be able to hop indifferent directionswith control.-To gallop in differentdirections at speed.-To skip with a rope.-To gain power to getheight in jump.-To challenge &improve skills.-To devise a game to develop a skill and work cooperatively. |  |  |  |  |

Unit of work: Invasion Games

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Physical literacy: Invaders-To slide a bean bag towards a target.-To roll a ball towards a target. -To bounce and catch a ball with 2 hands.-To throw underarm to a target. -To catch a ball with 2 hands. -To control a ball with dominant foot. -To move a ball towards a target. -To be able to move the rugby ball with 2 hands.-To take turns with a partner when performing a task. | Physical literacy: Invaders-To slide a bean bag towards a target.-To describe a partner’s rolling action.-To dribble a ball with control.-To throw accuratelyunderarm to a target.-To catch a ball with 2 hands consistently from close distance.-To control a moving ball with dominant foot.-To move a ball towards a targetwith control.-To be able to control the rugby ball on move.-To describe a partner’s actions. | Physical literacy: Invaders-To be able to change direction at speed with control.-To be able to move a ball with hands on the move.-To pass the ballwith 2 hands to apartner.-To control a moving ball with dominant foot.-To move a ball towards a target with control.-To be able to control the rugby ball with 2 hands.-To develop a game that improves a skill.-To work with partner to follow rules andscore points. -To develop a game to practise a skill. | Handy Ball-To retrieve and carry a ball one handed, travelling in a variety of different ways.-To demonstratecorrect catchingtechnique.-To perform a one handed over arm throw.-To pass andmove into a space.-To know the 3 step rule.-To pass the ball then move into a space to receive the ball.-To develop correct shooting technique bythrowing accurately at a target.-To create a game to develop and improve the one handedoverarm pass.- To co-operate with others to work in a team.-To play in a conditioned passing game and implement simple team tactics and scoring system.Netball-To demonstrate correct 2 footed landing.-To perform a chest pass to a partner.-To pass the ball using a bounce or overhead pass.-To demonstrate the correct technique forshooting.-To show a change inspeed to lose an opponent.-To perform a dodge toreceive a pass.-To mark a player without a ball to stopthe attacker receiving apass.-To plan simple tactics to play the core task.-Play end ballcore task game.- To support other team players by moving into space to receive the ball.Hockey-To dribble a ball withcontrol.-To pass the ball over ashort distance tostationary player.-To pass the ball over alonger distance tostationary player.-To pass and move with a partnerunopposed.-To shoot the ballaccurately at a target.-To work as a team to pass the ball withincreasing speed andaccuracy.-To perform ablock tackle.-To plan simple tactics to play the core task.- To implement hockey skills and simple tactics into a game situation by working in a team. | Basketball-To be able to pass and receive with increased control andaccuracy.-To be able to use a variety of passes tokeep possession.-To be able to use the jump stop and pivot.-To understandthe travel rule.-To be able to pass andreceive the ball on themove.-To be able to keep head up whilstdribbling.-To be able to dribble with both R and L hands.-To be able to use correct shootingtechnique from closerange.-To know how to mark a player using adefensive stance.-To learn to dribble andpass the ball towardsthe basket.- To implement basketball skills into a game situation by working in a team.Football-To control the ball when travelling.-To pass the ball withcontrol.-To pass and receive the ball with control.-To shoot the ball at atarget from varyingdistances to score a point.-To pass the ball to apartner avoiding adefender.-To make a decision onwhen to successfullyintercept the ball.-To mark a player withthe ball.-To recall at least 3 basic rules of theGame.-Play end ballcore task game.- To implement football skills into a game situation -To support other pupils in the group. | Netball-To perform 3different passes with control and accuracy.-To land correctlywhen catching a ball in netball.-To pass and receive on the move demonstratingcorrect footwork.-To shoot withaccuracy (scoring 50% of the time).-To dodge to move into a space.-To mark a playerwithout the ball.-To know where each position stands on court for a centre passin Hi5 netball.-To know 3 basic rules for netball.-To know what to practise to improve performance.-To play in a conditioned passing game and show awareness of attack and defence positions.Hockey-To dribble the ball atspeed and changedirection.-To demonstratedribbling and passing the ball on the move.-To perform reverse stick to changedirection.-To dribble the ballaround a defender andtackle the ball fromanother player.-To shoot at goal from a crossed ball.-To demonstratedodging to lose youropponent.-To mark anotherplayer without the ball.-To plan tactics for ashort corner situation.-To plan an activity todevelop passing overboth long andshort distances.-Play core task game.- To implement hockey skills into a game to be successful in a competitive situation. | Basketball-To pass and receive with increased control and accuracy.-To use correct footwork and understand the travel rule.-To pass the ball on the move and to signal for the ball effectively.-To keep head up whilst dribbling the ball and to beat a defender when dribbling.-To shoot with more accuracy (70%) at a target and to use fast break to move the ball up court quickly.-To learn the correct mam to man defence technique.-To learn how to outwit a defender using 1 v1 skills such as jab step & fake and drive.-To understand basic positions in basketball.-To demonstrate attacking and defence tactics in a game.Football-To perform dribbling and turning skills to keep possession of the ball.-To pass the ball accurately over both short and long distances.-To choose when and where to pass the ball to another player.-To shoot from different angles in front of the goal.-To close down play to perform a block tackle.-To perform basic goalkeeping skills.-To control the ball with different parts of the body.-To demonstrate the correct technique for a throw in.-To implement football skills learnt into a game situation by playing in different roles i.e. attacker, defender, goalkeeper and referee. |

Unit of work: Athletics

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Physical literacy: Athletics skills-To be able to run with control.-To be able to change speed when running.-To be able to jump forwardsfrom 2 feet to 2 feet.-To be able to jump in different ways.-To be able to throw objects forwards.-To throw underarm towards a target.-To work with a partner to complete a challenge. | Physical literacy: Athletics skills-To be able to move with control atspeed.-To be able to vary thespeed of running.-To be able to land with control whenJumping.-To demonstrate how to jump over objects.-To be able to throwobjects to gain distance.-To be able to throwobjects towards atarget.-To follow instructions to complete an athletics circuit.-To work with a partner to record a score. | Physical literacy: Athletics skills-To be able to runquickly towards atarget.-To demonstrate a controlled change ofspeed when running.-To perform acombination of jumpswith control.-To demonstratedifferent ways ofleaving floor to gainheight.-To be able to throwobjects using differentstyles to gain distance.-To demonstrateability to throw anobject to a target.-To follow instructions to complete an athletics circuit.-To score activitiesaccurately. | Athletics-To run at speed overshort distances.-To sustain a suitable pace when runningfor a longer time.-To investigatethrowing styles fromdifferent start positions.-To investigate the correct technique toimprove distance whenthrowing over arm.-To perform a balancedlanding on 2 feet whenjumping forwards.-To combine hopping and jumping withcontrol.-To maintain good running techniquewhen sprinting overobstacles.-To work as a team to score points in anathletics circuit.-Perform an activity from core task 1(See slide 4).- To be able to safely participate in competitive activity or personal challenge. | Athletics-To describe 3 tips forsprinting.-To demonstratechanges in running style between sprinting and distance events.-To describe best thestance for a one handed push and pullthrow.-To throw using astraight arm techniquesimilar to discus.-To identify 3 tips when jumping for distance and height.-To practise and improve technique forrace walking.-To pass and receive abaton effectively.-To follow instructions to set up station safely as part of an athleticscircuit.-Perform an activity from core task 2(see slide 4). | Athletics-To sprint over shortdistances with a correct running style.-To run at a sustained and consistent pace.-To demonstrate a controlled shot putthrowing action.-To demonstrate the discus throwing technique.-To describe the triplejump combinationcorrectly.-To jump for distancetaking off on one foot and landing on 2.-To use rhythm whenrunning over obstacles.-To measure and record performance ina variety of differentevents.-Perform oneof the core task activities –see slide 4.- Participate in competition and personal challenges to improve performance. | Athletics-To pass a relay baton using a downward sweep.-To plan and devise an endurance circuit to sustain pace over a longer time.-To throw a javelin using a pull action.-To demonstrate a dynamic heave throw.-To perform a scissor jump from a short run up.-To perform the triple jump sequence in the correct order.-To plan and lead an athletics festival.-To take part in another group’s festival and give feedback on each event.-To participate in competition and personal challenges to improve performance. |

Unit of work: Indoor & outdoor fitness

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Indoor fitness-To follow & copy a partner’s actions.-To listen and follow instructions.-To be able to skip with control (no rope).-To perform exercises with control.-To exercise continuously for 3 minutes.-To perform exercises.-To understand the importance of keeping fit for everyday life.Outdoor fitness-To be able to point to the heart and perform exercises that increase heart rate.-To feel and describe changes inbreathing rate.-To perform exercises to make leg muscles stronger.-To change direction with control.-To improve co-ordination skills by performing a speed bounceand throwing at a target.-To balance with control when movingthe beanbag.-To understand the importance of keeping fit for everyday life. | Indoor fitness-To copy & refine a partner’s moves.-To know what the heart does and what exercises help it.-To perform basic rope skills.-To name muscles being exercised.-To keep moving for 5 minutes.-To perform core exercises safely and with control.Outdoor fitness-To perform a variety of fundamental movementand sport skills.-To change direction quickly with control.-To name different ways of moving.-To perform activities to improve leg and armstrength.-To create exercises linked to a sporting theme.-To say what happens to the heart when weexercise.-To understand the importance of keeping fit for everyday life. | Indoor fitness-To explain: what is a fitness circuit?-To design a fitness circuit using set activities.-To describe where core muscles are in your body.-To measure breathing rate and record score after different types of activity.-To use core muscles to help with balance andstrength.-To state that ‘High Intensity Interval Training(HIIT)’ is a good way of strengthening heart and lungs.-To be able to safely participate in competitive activity or personal challenge.Outdoor fitness-To set a personal challenge to beat own score.-To describe cardio-vascular fitness.-To show endurance when performing in a boot camp circuit i.e. no stopping between activities.-To strengthen core muscles by performingexercises to improve core strength.-To increase leg strength by performing squat and lunge exercises.-To perform in activities to raise heart rate andexplain why this happens.-To be able to safely participate in competitive activity or personal challenge. | Indoor fitness-To perform in a circuit of activities to improve strength, conditioning and cardiovascular.-To perform in a circuit of activities to improve speed and stamina.-To perform consistently good coordination skillswhen under pressure.-To improve agility and coordination skills when performing a set routine.-To co-operate well with a partner when performing tasks to improve core.-To show a rapid change in direction when performing agility exercises- To be able to safely participate in competitive activity or personal challenge.Outdoor fitness- To perform in activities to improve muscularendurance without stopping.-To choose the correct pace for each activity.-To perform a variety of cardio vascular activitieswithout stopping.-To be able to define the terms agility, balance and coordination and help design an activity to improve each area of fitness.-To give clear and safe instructions to another team to teach them your obstacle course.-To define the terms Speed, Reaction time andPower.- To be able to safely participate in competitive activity or personal challenge |

Unit of work: Gymnastics

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Gymnastics-To follow instructions safely.-To be able to perform 5 basic shape with control.-To hold large and small shapes whilst balancing.-To demonstrate a safe (chair) landing from a jump.-To perform a straight jump with control from a bench.-To travel sideways using a roll.-To transfer weight from hands to feet(bunny hop).-To link 2 skills on floor.-To know how to use apparatus safely.-To link 2 skills on floor and apparatus.-To work cooperatively with a partner. | -Gymnastics-To be able to perform 8 basic shapes with control.-To be still whilst holding balances ondifferent body parts.-To perform 2 jumps with control.-To describe a partner’s jumps.-To develop skills for aforward roll.-To transfer weight from hands to feetusing the bench.-To perform 3 different skills on low apparatus.-To link 3 or more skills on a variety of apparatus.-To demonstrate a gymsequence using 2/3skills on floor andapparatus.-To set and overcome personal challenges to improve performance. | Gymnastics-To be able to link 4 shapes smoothly.-To demonstrate a change in speed smoothly linking 3balances.-To jump for height and perform ashape in the air.-To perform a tuck jump with control.-To perform rolls thatmove in a circular motion.-To transfer weight from hands to feetusing the bench.-To create a sequence on the low apparatuswhich includes 4different skills.-To create a sequence on the higher apparatus which includes 4 differentskills.-Perform one of the core task activities.-To work cooperatively with a partner to develop skills | Gymnastics-To demonstrate and hold the 10 basicshapes with control.-To perform contrasting balanceswith a change of speed and level.-To be able to land avariety of jumps withcontrol.-To perform matchingactions with a partnerusing contrastingshapes.-To perform rolls thatmove in a circular way.-To be able to transferweight from hands tofeet with rhythm and control.-To perform contrasting shapes andbalances on the lowapparatus.-To perform a squat on vault on low apparatus.-Perform one of the core task activities.-To create sequences, observe and evaluate performances. | Gymnastics-To perform 3 shapes in unison with a partner to includetwisted shape.-To move into a balance from differentstarting positions.-To perform a shoulder roll in opposite directions.-To explore ways ofturning on the spot and off a bench.-To take weight onhands when moving over a bench.-To practise and remember the sequence needed fortake-off when vaulting.-To learn a set sequence and add achange of height.-To safely move largeapparatus into set positions.-Perform one of the core task activitieson apparatus.-To create sequences, observe and evaluate performances. | Gymnastics-To be able to perform 5 symmetrical shapes in unison with apartner.-To work with a partner to performmatching and mirroringbalances.-To hold a counterbalance with a partner at different heights.-To perform 3 symmetrical jumps with a partner.-To show a change inspeed when performing rolls.-To move into balances from different actions e.g. roll into balance,shape into balance.-To land with control after flight.-To safely set up largeapparatus in either a L or T shape in a given area.-Perform one of the core task activities on a variety of differentapparatus with a partner.-To participate in competition and personal challenges to improve performance. | Gymnastics-To work with a partner to performweight bearing partnerbalances safely.-To move from a balance into a roll withcontrol.-To be able to turn during flight and land safely.-To travel on, over andaround apparatustaking weight on hands and feet.-To perform a group balance.-To create a group sequence to include both unison and canon.-To safely set up largeapparatus in a given area.-To adapt and amendsequence to includetwisting and turning.-To perform one of the core task activities.-To participate in competition and personal challenges to improve performance. |

Unit of work: Striking and fielding

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Physical literacy: Strikers-To retrieve a bean bag using hands.-To be able to roll a ball towards targets.-To stop a moving ball along the floor.-To throw a small ball underarm to a target.-To be able to catch a ball with 2 hands.-To strike a ball along the floor using your hand.-To hand strike a ball towards a target.-To demonstrate good control when moving the ball with hands.-To work cooperatively with a partner to keep score. | Physical literacy: Strikers-To retrieve an objectusing hands.-To be able to roll a balltowards targets.-To stop a moving ballalong the floor.-To throw a small ballunderarm to a target.-To be able to catch aball with 2 hands.-To strike a ball alongthe floor using your hand with control.-To hand strike a balltowards a target from5-10m.-To demonstrate good control when movingthe ball with hands.-To work cooperatively with a partner tokeep score. | Physical literacy: Strikers-To be able to roll & stop a ball with control.-To throw underarmwith control to a target.-To be able to throw aball underarm to apartner.-To catch a ball with 2hands from shortdistance.-To hit/strike a ball with a hand to a partner.-To hit a ball usinga bat/racket.-To use a simple scoring system.-To work as a smallgroup to play a game. | Striking and fielding-To be able to stop aball using a long barrierwhen fielding.-To throw a ball underarm with increasing accuracy fora partner to catch.-To bowl a ball underarm through ahoop.-To experiment how tothrow a ball further.-To hit a ball from a teeor a self-feed.-To develop a practice to improve battingtechnique.-To work as a team when fielding.-To be able to catch aball and stump a postquickly.-Play the core task.-To play in a small sided striking and fielding game.-To bat a ball into space and to retrieve a ball and throw to another player when fielding. | Cricket-To retrieve a ball andreturn it to a wicket.-To learn 3 tips forhitting a cricket ball.-To hit a drop feedball with a cricket bat.-To choose the correctthrow for differentdistances.-To bowl a ball underarm at a wicket.-To demonstratecorrect techniquefor hands when closecatching and deep fieldcatching.-To refine battingtechnique to protect the wicket using a forward defensiveshot.-To make a decisionwhen to run to thewicket to score a run.-Play the core task.-To play in a small sided striking and fielding game.-To bat a ball into space and run to a wicket. To retrieve, throw, catch a ball and bowl underarmwhen fielding | Rounders-To show the correctbatting action forrounders.-To learn 3 rules forbowling.-To bat a bowled ballinto a space.-To throw from backstop to a post accurately.-To decide when tostop running around the posts when batting.-To catch a ball underpressure.-To explain how toscore in rounderswhen batting.-To play a game ofrounders andunderstand the basicrules for batting andfielding.-Play the core task.-To play in a small sided simplified game of rounders. | Cricket-To throw a ballunderarm at a wicketfrom a variety ofdirections.-To improvebatting accuracy anddirectional batting using a forwarddrive.-To hit a ball bowledunderarm using aforward drive.-To increase distancewhen throwing over arm.-To perform closecatching and deepfielding catchingwith consistency.-To demonstrate an overarm bowlingtechnique.-To stop the ball using 2 different techniquesand return accuratelyto partner.-To demonstratewicket keepingstance and sidewaysmovement.-Play the core task.-To play in a small sided striking and fielding game.-To bat a ball into space and run to a wicket. To retrieve, throw and catch a ball and bowl overarm when fielding. |

Unit of work: Dance

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Dance unit: Flash-To showmovementsthatrepresentanimals.-To show bothscared andstrongexpressionsand actions.-To movewith controlat differentspeedsshowing achange ofdirection.-To cooperatewith a partnerwhen moving.-To be able toremember andrepeat apattern.-To use actionsto expressfeelings in a dance.Dance unit: Weather/Seasons-To showboth scaredand strongexpressionsand actions.-To move withcontrol atdifferentspeedsshowing achange ofdirection.-To cooperatewith a partnerwhen moving.-To use actionsto expressfeelings in adance.-To be able tomove to acount of 4beats.-To be able toremember andrepeat apattern.-To be able tomove to acount of 4beats.-To showmovements thatrepresent animals. | Dance unit: Toys-To be able to performcontrolled movementactions.-To be able to turn andmove in time with atambourine.-To move from highto low with control.-To be able to take off and land with control.-To link 3 similarmoves together.-To be able to start and stop, with control, in time to the tambourine.Dance unit: Walk on the Wild Side-To be able to performcontrolled animalmovements.-To move togetherwith your colour group.-To move from high to low when changing animal.-To use hand and arm gesture in dance movement.-To mirror a partner’s moves.-To remember the order of the dance.-To link movements together to form a dance phrase. | Dance unit: Superheroes-To remember and repeat a short motif.-To move confidentlyaround the spacedemonstratingsuperhero actions.-To move from low to high and high to low with control.-To gain height in the air and land on either foot.-To turn with a partner at different speeds.-To show emotionthrough facial andwhole body gestures.-To perform a short motif based upon superheroes characters.Dance unit: Mini Beasts-To use gestureto show caterpillar andbutterfly movementactions using different parts of the body.-To remember and repeat a short motif of4 actions.-To be able to describe a partner’s movement and say which minibeast they are moving as.-To copy a partner tocreate a sequence of 4mini beast movementactions.-To use different speeds to travel and turn confidentlyaround the space.-To co-operate with a partner and whole class to create thefinal pose of the dance.-To remember andperform some of the phrases in the dance.-To create and perform a short motif using the stimulus of mini beasts. | Dance unit: The Flintstones (Stone Age)-To move into and out of held positions withcontrol.-To travel using different pathways.-To move together as asmall group in the same direction stayingconnected at all times.-To move from high to low in a variety ofdifferent ways.-To use a turningmovement to travel indifferent directions.-To tell a story through movement: Building a stone age house.-Remember andperform dance.-To develop a motif to include own moves and discuss quality ofmovements.Dance unit: Rainforest-To use rolling movement to travel from side to side across the floor.-To move in a variety of ways using differentpathways.-To move into and out of held positions withcontrol.-To show a variety of ways of moving fromhigh to low.-To tell a story throughmovement usinggesture.-To remember the order of the dance phrases.-Remember andperform dance.-To develop a motif to include own moves and discuss quality ofmovements. | Dance unit: Gladiator-To demonstratestillness holding a position with control atdifferent levels.-To march in time to the music and in unison with your group.-To create a motif for the chorus to show the Gladiator attacking anddefending.-To use gesture and facial expression toshow the crowd’s reaction to a gladiatorfight.-To analyse and describe the differences between the Gladiators.-To stay in characterthroughout the whole dance even whentransitioning betweenphrases.-Remember andperform dance.-To change dynamics in a dance i.e. levels, speed, pathway and direction. -To develop a motif.Dance unit: Electricity-To copy and follow your partner changingdynamics when moving e.g. height and speed.-To create a motif to show the theme ofthe dance.-To use gesture to express the feeling ofreceiving an electric shock.-To perform a variety of different shapes in the air and hold a poseon a controlled landing.-To choreograph a short sequenceworking together inpairs or a small group creating movements based on chosen theme.-To transition smoothlybetween phrases.-Remember and perform dance.-To change dynamics in a dance i.e. levels, speed, pathway and direction. -To develop a motif. | Dance unit: Space-To use gesture to show a farewell/ goodbye action.-To work as a group to create a rocket pose.-To create a movement that reflects the feeling of weightlessness.-To create a dance motif for the chorus toperform in unison as awhole class.-To respond to a stimulus to create 3 group poses.-To show smoothtransitions from onephrase of dance to another.-Remember and perform dance.-To perform a dance phrase in front of the class. -To choreograph different sections of the dance.Dance unit: Sports-To use gesture to show a sporting action.-To be able to analyseperformance and givefeedback.-To explore different ways of moving showing changes in level or speed.-To perform a sequence in unison & canon.-To work cooperatively in a small group toproduce a sequence using different formations.-To perform a dance using smoothtransitions.-To perform a dance phrase in front of the class. -To choreograph different sections of the dance. | Dance unit: Survival-To use gesture to develop a phrase todemonstrate waking.-To explore different ways of turning atdifferent levels.-To mirror a partner with fluidity and intime to the music.-To create a group phrase using opposingaction words e.g. stretch and curl.-To be able to dance in unison as a whole class.-To create a sequence to perform in time with a group and to the music.-To perform in unison with a partner, in groups and as a whole class. -To choreographgroup phrases linked to the theme.Dance unit: West Side Story-To create a motif ofmovements that showstrength.-To be able to performa variety of linked moves that reflectintimidation.-To develop a short motif to includeaction/reaction moveswith a partner.-To be able to trust your partner to take/hold/move yourbody within a dance.-To move into/out ofheld positions with fluidity and in time to music.-To perform ownsequence within awhole group dance.-To be able to evaluateanother pair’s work.-To perform with a partner, in groups and as a whole class. -To choreograph group phrases linked to the theme. |

Unit of work: Net wall games

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Physical literacy: Net Wall-To movequickly tochangedirection.-To controla ball withhands.-To bouncethe ball toa partner/target.-To be ableto controlball withhands.-To be ableto catch amoving ball.-To handhit ballforwardsalong floor.-To move aballon/with aracket.-To followinstructionstocomplete acircuit. | Physical literacy: Net Wall-To control & send a bean bag.-To move safely in space.-To send & receive arolling ball.-To take it in turns tocomplete activity.-To cooperate with apartner.-To bounce a ball to amoving target.-To devise a game topractice bouncing/aiming.-To be able to catch amoving ball.-To be able to “hand hit” the ball to my partner.-To be able to control aball with a racket.-To be able to control a ball with a racket (not hitting).-To follow rules to playa game.-To cooperate with a partner group to use space safely. | Physical literacy: Net Wall-To be able to controlthe ball whilst moving.-To bounce a ball intospace.-To be able to movequickly to track/catcha bouncing ball.-To be able to “hand hit” a moving balltowards partner.-To be able to control amoving ball with aracket (along floor).-To be able to control amoving ball with aracket (in air).-To challenge yourself to improve yourtennis skills.-To compete fairly ingames.-To be able to cooperate with partner to develop games to improve skills. | Net Wall games: generic skills-To demonstrate the Get ready position.-To perform a 2 handed throw usingforehand and backhand action.-To return to the centre of the courtafter each throw.-To control a ball with a racket.-To hit a self-feed with a racket after 2 bounces towards atarget.-To hit a ball with aracket after 2 bouncesback to partner to catch.-To move to the ball.-To implement simpletactics to score a point.-Play the core task.-To feed a ball underarm to a partner. -To hit a ball with a racket over a net/cones. | Short tennis-To decide whether touse an underarm oroverarm throwdepending on distance of target.-To remain well balanced when movingto catch a ball.-To catch a high ballwith 2 hands before itbounces.-To hit a self-feed with a racket after 1 bounce.-To hit a forehand shottowards a target.-To move to return theball from a bounce feed on the forehandside.-To perform a forehandvolley from a full tossfeed.-To know 3 rules of mini tennis.-Play core task.-To hit a ball towards a target. -To use a variety of shots. | Badminton-To be able to controlthe shuttle with aracket.-To be able to serveunderarm.-To return a shuttle.-To form the overheadaction.-To learn basic rulesand tactics for a gamei.e. boundary lines andhitting towards aspace.-To form the backhandshot.-To select the best shot to use depending onheight and direction ofshuttle.-To rally using a variety of shots. | Tennis-To be able to throw up a ball for a self-feed for an underarm serve.-To return a ball using a forehand shot after 1bounce.-To perform a forehandvolley.-To describe the actionused for a drop shot.-To explain why we move back to centre of the court after each hit.-To serve using an overarm action.-To return the ball using a back handshot.-To work with a partner to cover thecourt in doubles.-Perform a rally with a partner using a variety of different shots. |

Unit of work: OAA

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Explorers-To understand directions.-To be able to copy/model partner.-To recognise colours and collect matching items.-To recognise symbols and collect objects.-To follow a partner and use different ways to communicate.-To follow instructions and recognise similarities.-To share ideas and work together.-To plan how to solve a problem as a group.- To be able to work safely in a large space with partner/group.-To trust a partner to guide you safely. | Explorers-To listen to a partner and follow their directions.-To describe a pathway using at least 3 directions.-To understand basic symbols.-To discuss with group to work out where to go.-To lead a partner safely through an obstacle course.-To listen carefully and remember instructions.-To share ideas to help create a letter.-To plan how to solve the problem as a group.-To work together to solve problems. -To listen and share idea. | Explorers-To recognise & find 4 directions NSEW.-To use NSEW to lead and direct others.-To orientate a map and find a starting point.-To use a key to find symbols.-To be able to listen to & follow instructions.-To be able to remember and repeat actions.-To be able to communicate clearly to solve task.-To work independently to develop an activity.-To work cooperatively with a partner to achieve a task. | Explorers-To be able to direct your partner accuratelyaround a course.-To use clear instructions to safely guide apartner across obstacles.-To be able to recognise landmarks on a map.-To listen and work effectively as a group tocomplete challenges.-To work cooperatively with a partner by showing trust.-To remember, repeat and follow a sequence ofinstructions.-To listen and work effectively as a group tocomplete challenges.-To create, explain and lead a task for others.-To communicate effectively as a group to achieve a task. |

Unit of work: Swimming

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  |  |  |  |  | -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.-To become water confident. |