BHP Curriculum Progression for PE

Unit of work: Fundamental movement skills

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| 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 different  directions.  -To skip in different  directions with control.  -To gain power to get  height 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 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 in different  directions at speed.  -To skip with a rope.  -To gain power to get  height in jump.  -To challenge &  improve skills.  -To devise a game to develop a skill and work cooperatively. |  |  |  |  |

Unit of work: Invasion Games

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| 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 accurately  underarm 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 target  with 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 ball  with 2 hands to a  partner.  -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 and  score 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 demonstrate  correct catching  technique.  -To perform a one handed over arm throw.  -To pass and  move 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 by  throwing accurately at a target.  -To create a game to develop and improve the one handed  overarm 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 for  shooting.  -To show a change in  speed to lose an opponent.  -To perform a dodge to  receive a pass.  -To mark a player without a ball to stop  the attacker receiving a  pass.  -To plan simple tactics to play the core task.  -Play end ball  core task game.  - To support other team players by moving into space to receive the ball.  Hockey  -To dribble a ball with  control.  -To pass the ball over a  short distance to  stationary player.  -To pass the ball over a  longer distance to  stationary player.  -To pass and move with a partner  unopposed.  -To shoot the ball  accurately at a target.  -To work as a team to pass the ball with  increasing speed and  accuracy.  -To perform a  block 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 and  accuracy.  -To be able to use a variety of passes to  keep possession.  -To be able to use the jump stop and pivot.  -To understand  the travel rule.  -To be able to pass and  receive the ball on the  move.  -To be able to keep head up whilst  dribbling.  -To be able to dribble with both R and L hands.  -To be able to use correct shooting  technique from close  range.  -To know how to mark a player using a  defensive stance.  -To learn to dribble and  pass the ball towards  the 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 with  control.  -To pass and receive the ball with control.  -To shoot the ball at a  target from varying  distances to score a point.  -To pass the ball to a  partner avoiding a  defender.  -To make a decision on  when to successfully  intercept the ball.  -To mark a player with  the ball.  -To recall at least 3 basic rules of the  Game.  -Play end ball  core task game.  - To implement football skills into a game situation  -To support other pupils in the group. | Netball  -To perform 3  different passes with control and accuracy.  -To land correctly  when catching a ball in netball.  -To pass and receive on the move demonstrating  correct footwork.  -To shoot with  accuracy (scoring 50% of the time).  -To dodge to move into a space.  -To mark a player  without the ball.  -To know where each position stands on court for a centre pass  in 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 at  speed and change  direction.  -To demonstrate  dribbling and passing the ball on the move.  -To perform reverse stick to change  direction.  -To dribble the ball  around a defender and  tackle the ball from  another player.  -To shoot at goal from a crossed ball.  -To demonstrate  dodging to lose your  opponent.  -To mark another  player without the ball.  -To plan tactics for a  short corner situation.  -To plan an activity to  develop passing over  both long and  short 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

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| 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 forwards  from 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 at  speed.  -To be able to vary the  speed of running.  -To be able to land with control when  Jumping.  -To demonstrate how to jump over objects.  -To be able to throw  objects to gain distance.  -To be able to throw  objects towards a  target.  -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 run  quickly towards a  target.  -To demonstrate a controlled change of  speed when running.  -To perform a  combination of jumps  with control.  -To demonstrate  different ways of  leaving floor to gain  height.  -To be able to throw  objects using different  styles to gain distance.  -To demonstrate  ability to throw an  object to a target.  -To follow instructions to complete an athletics circuit.  -To score activities  accurately. | Athletics  -To run at speed over  short distances.  -To sustain a suitable pace when running  for a longer time.  -To investigate  throwing styles from  different start positions.  -To investigate the correct technique to  improve distance when  throwing over arm.  -To perform a balanced  landing on 2 feet when  jumping forwards.  -To combine hopping and jumping with  control.  -To maintain good running technique  when sprinting over  obstacles.  -To work as a team to score points in an  athletics 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 for  sprinting.  -To demonstrate  changes in running style between sprinting and distance events.  -To describe best the  stance for a one handed push and pull  throw.  -To throw using a  straight arm technique  similar to discus.  -To identify 3 tips when jumping for distance and height.  -To practise and improve technique for  race walking.  -To pass and receive a  baton effectively.  -To follow instructions to set up station safely as part of an athletics  circuit.  -Perform an activity from core task 2  (see slide 4). | Athletics  -To sprint over short  distances with a correct running style.  -To run at a sustained and consistent pace.  -To demonstrate a controlled shot put  throwing action.  -To demonstrate the discus throwing technique.  -To describe the triple  jump combination  correctly.  -To jump for distance  taking off on one foot and landing on 2.  -To use rhythm when  running over obstacles.  -To measure and record performance in  a variety of different  events.  -Perform one  of 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

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| 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 in  breathing rate.  -To perform exercises to make leg muscles stronger.  -To change direction with control.  -To improve co-ordination skills by performing a speed bounce  and throwing at a target.  -To balance with control when moving  the 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 movement  and sport skills.  -To change direction quickly with control.  -To name different ways of moving.  -To perform activities to improve leg and arm  strength.  -To create exercises linked to a sporting theme.  -To say what happens to the heart when we  exercise.  -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 and  strength.  -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 performing  exercises to improve core strength.  -To increase leg strength by performing squat and lunge exercises.  -To perform in activities to raise heart rate and  explain 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 skills  when 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 muscular  endurance without stopping.  -To choose the correct pace for each activity.  -To perform a variety of cardio vascular activities  without 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 and  Power.  - To be able to safely participate in competitive activity or personal challenge | |

Unit of work: Gymnastics

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| 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 on  different body parts.  -To perform 2 jumps with control.  -To describe a partner’s jumps.  -To develop skills for a  forward roll.  -To transfer weight from hands to feet  using the bench.  -To perform 3 different skills on low apparatus.  -To link 3 or more skills on a variety of apparatus.  -To demonstrate a gym  sequence using 2/3  skills on floor and  apparatus.  -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 3  balances.  -To jump for height and perform a  shape in the air.  -To perform a tuck jump with control.  -To perform rolls that  move in a circular motion.  -To transfer weight from hands to feet  using the bench.  -To create a sequence on the low apparatus  which includes 4  different skills.  -To create a sequence on the higher apparatus which includes 4 different  skills.  -Perform one of the core task activities.  -To work cooperatively with a partner to develop skills | Gymnastics  -To demonstrate and hold the 10 basic  shapes with control.  -To perform contrasting balances  with a change of speed and level.  -To be able to land a  variety of jumps with  control.  -To perform matching  actions with a partner  using contrasting  shapes.  -To perform rolls that  move in a circular way.  -To be able to transfer  weight from hands to  feet with rhythm and control.  -To perform contrasting shapes and  balances on the low  apparatus.  -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 include  twisted shape.  -To move into a balance from different  starting positions.  -To perform a shoulder roll in opposite directions.  -To explore ways of  turning on the spot and off a bench.  -To take weight on  hands when moving over a bench.  -To practise and remember the sequence needed for  take-off when vaulting.  -To learn a set sequence and add a  change of height.  -To safely move large  apparatus into set positions.  -Perform one of the core task activities  on apparatus.  -To create sequences, observe and evaluate performances. | Gymnastics  -To be able to perform 5 symmetrical shapes in unison with a  partner.  -To work with a partner to perform  matching and mirroring  balances.  -To hold a counter  balance with a partner at different heights.  -To perform 3 symmetrical jumps with a partner.  -To show a change in  speed 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 large  apparatus in either a L or T shape in a given area.  -Perform one of the core task activities on a variety of different  apparatus with a partner.  -To participate in competition and personal challenges to improve performance. | Gymnastics  -To work with a partner to perform  weight bearing partner  balances safely.  -To move from a balance into a roll with  control.  -To be able to turn during flight and land safely.  -To travel on, over and  around apparatus  taking 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 large  apparatus in a given area.  -To adapt and amend  sequence to include  twisting 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

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| 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 object  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 with control.  -To hand strike a ball  towards a target from  5-10m.  -To demonstrate good control when moving  the ball with hands.  -To work cooperatively with a partner to  keep score. | Physical literacy: Strikers  -To be able to roll & stop a ball with control.  -To throw underarm  with control to a target.  -To be able to throw a  ball underarm to a  partner.  -To catch a ball with 2  hands from short  distance.  -To hit/strike a ball with a hand to a partner.  -To hit a ball using  a bat/racket.  -To use a simple scoring system.  -To work as a small  group to play a game. | Striking and fielding  -To be able to stop a  ball using a long barrier  when fielding.  -To throw a ball underarm with increasing accuracy for  a partner to catch.  -To bowl a ball underarm through a  hoop.  -To experiment how to  throw a ball further.  -To hit a ball from a tee  or a self-feed.  -To develop a practice to improve batting  technique.  -To work as a team when fielding.  -To be able to catch a  ball and stump a post  quickly.  -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 and  return it to a wicket.  -To learn 3 tips for  hitting a cricket ball.  -To hit a drop feed  ball with a cricket bat.  -To choose the correct  throw for different  distances.  -To bowl a ball underarm at a wicket.  -To demonstrate  correct technique  for hands when close  catching and deep field  catching.  -To refine batting  technique to protect the wicket using a forward defensive  shot.  -To make a decision  when to run to the  wicket 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 underarm  when fielding | Rounders  -To show the correct  batting action for  rounders.  -To learn 3 rules for  bowling.  -To bat a bowled ball  into a space.  -To throw from back  stop to a post accurately.  -To decide when to  stop running around the posts when batting.  -To catch a ball under  pressure.  -To explain how to  score in rounders  when batting.  -To play a game of  rounders and  understand the basic  rules for batting and  fielding.  -Play the core task.  -To play in a small sided simplified game of rounders. | Cricket  -To throw a ball  underarm at a wicket  from a variety of  directions.  -To improve  batting accuracy and  directional batting using a forward  drive.  -To hit a ball bowled  underarm using a  forward drive.  -To increase distance  when throwing over arm.  -To perform close  catching and deep  fielding catching  with consistency.  -To demonstrate an overarm bowling  technique.  -To stop the ball using 2 different techniques  and return accurately  to partner.  -To demonstrate  wicket keeping  stance and sideways  movement.  -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

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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Dance unit: Flash  -To show  movements  that  represent  animals.  -To show both  scared and  strong  expressions  and actions.  -To move  with control  at different  speeds  showing a  change of  direction.  -To cooperate  with a partner  when moving.  -To be able to  remember and  repeat a  pattern.  -To use actions  to express  feelings in a dance.  Dance unit: Weather/Seasons  -To show  both scared  and strong  expressions  and actions.  -To move with  control at  different  speeds  showing a  change of  direction.  -To cooperate  with a partner  when moving.  -To use actions  to express  feelings in a  dance.  -To be able to  move to a  count of 4  beats.  -To be able to  remember and  repeat a  pattern.  -To be able to  move to a  count of 4  beats.  -To show  movements that  represent animals. | Dance unit: Toys  -To be able to perform  controlled movement  actions.  -To be able to turn and  move in time with a  tambourine.  -To move from high  to low with control.  -To be able to take off and land with control.  -To link 3 similar  moves 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 perform  controlled animal  movements.  -To move together  with 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 confidently  around the space  demonstrating  superhero 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 emotion  through facial and  whole body gestures.  -To perform a short motif based upon superheroes characters.  Dance unit: Mini Beasts  -To use gesture  to show caterpillar and  butterfly movement  actions using different parts of the body.  -To remember and repeat a short motif of  4 actions.  -To be able to describe a partner’s movement and say which mini  beast they are moving as.  -To copy a partner to  create a sequence of 4  mini beast movement  actions.  -To use different speeds to travel and turn confidently  around the space.  -To co-operate with a partner and whole class to create the  final pose of the dance.  -To remember and  perform 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 with  control.  -To travel using different pathways.  -To move together as a  small group in the same direction staying  connected at all times.  -To move from high to low in a variety of  different ways.  -To use a turning  movement to travel in  different directions.  -To tell a story through movement: Building a stone age house.  -Remember and  perform dance.  -To develop a motif to include own moves and discuss quality of  movements.  Dance unit: Rainforest  -To use rolling movement to travel from side to side across the floor.  -To move in a variety of ways using different  pathways.  -To move into and out of held positions with  control.  -To show a variety of ways of moving from  high to low.  -To tell a story through  movement using  gesture.  -To remember the order of the dance phrases.  -Remember and  perform dance.  -To develop a motif to include own moves and discuss quality of  movements. | Dance unit: Gladiator  -To demonstrate  stillness holding a position with control at  different 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 and  defending.  -To use gesture and facial expression to  show the crowd’s reaction to a gladiator  fight.  -To analyse and describe the differences between the Gladiators.  -To stay in character  throughout the whole dance even when  transitioning between  phrases.  -Remember and  perform 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 changing  dynamics when moving e.g. height and speed.  -To create a motif to show the theme of  the dance.  -To use gesture to express the feeling of  receiving an electric shock.  -To perform a variety of different shapes in the air and hold a pose  on a controlled landing.  -To choreograph a short sequence  working together in  pairs or a small group creating movements based on chosen theme.  -To transition smoothly  between 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 to  perform in unison as a  whole class.  -To respond to a stimulus to create 3 group poses.  -To show smooth  transitions from one  phrase 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 analyse  performance and give  feedback.  -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 to  produce a sequence using different formations.  -To perform a dance using smooth  transitions.  -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 to  demonstrate waking.  -To explore different ways of turning at  different levels.  -To mirror a partner with fluidity and in  time to the music.  -To create a group phrase using opposing  action 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 choreograph  group phrases linked to the theme.  Dance unit: West Side Story  -To create a motif of  movements that show  strength.  -To be able to perform  a variety of linked moves that reflect  intimidation.  -To develop a short motif to include  action/reaction moves  with a partner.  -To be able to trust your partner to take/hold/move your  body within a dance.  -To move into/out of  held positions with fluidity and in time to music.  -To perform own  sequence within a  whole group dance.  -To be able to evaluate  another 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

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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Physical literacy: Net Wall  -To move  quickly to  change  direction.  -To control  a ball with  hands.  -To bounce  the ball to  a partner/  target.  -To be able  to control  ball with  hands.  -To be able  to catch a  moving ball.  -To hand  hit ball  forwards  along floor.  -To move a  ball  on/with a  racket.  -To follow  instructions  to  complete a  circuit. | Physical literacy: Net Wall  -To control & send a bean bag.  -To move safely in space.  -To send & receive a  rolling ball.  -To take it in turns to  complete activity.  -To cooperate with a  partner.  -To bounce a ball to a  moving target.  -To devise a game to  practice bouncing/aiming.  -To be able to catch a  moving ball.  -To be able to “hand hit” the ball to my partner.  -To be able to control a  ball with a racket.  -To be able to control a ball with a racket (not hitting).  -To follow rules to play  a game.  -To cooperate with a partner group to use space safely. | Physical literacy: Net Wall  -To be able to control  the ball whilst moving.  -To bounce a ball into  space.  -To be able to move  quickly to track/catch  a bouncing ball.  -To be able to “hand hit” a moving ball  towards partner.  -To be able to control a  moving ball with a  racket (along floor).  -To be able to control a  moving ball with a  racket (in air).  -To challenge yourself to improve your  tennis skills.  -To compete fairly in  games.  -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 using  forehand and backhand action.  -To return to the centre of the court  after each throw.  -To control a ball with a racket.  -To hit a self-feed with a racket after 2 bounces towards a  target.  -To hit a ball with a  racket after 2 bounces  back to partner to catch.  -To move to the ball.  -To implement simple  tactics 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 to  use an underarm or  overarm throw  depending on distance of target.  -To remain well balanced when moving  to catch a ball.  -To catch a high ball  with 2 hands before it  bounces.  -To hit a self-feed with a racket after 1 bounce.  -To hit a forehand shot  towards a target.  -To move to return the  ball from a bounce feed on the forehand  side.  -To perform a forehand  volley from a full toss  feed.  -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 control  the shuttle with a  racket.  -To be able to serve  underarm.  -To return a shuttle.  -To form the overhead  action.  -To learn basic rules  and tactics for a game  i.e. boundary lines and  hitting towards a  space.  -To form the backhand  shot.  -To select the best shot to use depending on  height and direction of  shuttle.  -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 1  bounce.  -To perform a forehand  volley.  -To describe the action  used 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 hand  shot.  -To work with a partner to cover the  court in doubles.  -Perform a rally with a partner using a variety of different shots. |

Unit of work: OAA

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| 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 accurately  around a course.  -To use clear instructions to safely guide a  partner across obstacles.  -To be able to recognise landmarks on a map.  -To listen and work effectively as a group to  complete challenges.  -To work cooperatively with a partner by showing trust.  -To remember, repeat and follow a sequence of  instructions.  -To listen and work effectively as a group to  complete challenges.  -To create, explain and lead a task for others.  -To communicate effectively as a group to achieve a task. | |

Unit of work: Swimming

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| 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. | |