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| **Curriculum Progression Map (2024-2025) KS1&KS2** | | | | |
|  | **Year Group** | **Knowledge** | **Key Words** | **National Curriculum Links** |
| **Autumn 1** | **Reception**  **Indoor**  **&**  **Outdoor** | * To travel in a variety of ways with a good body position * To travel in different directions and at different speeds. * To use my body to create different shapes (symmetrical and asymmetrical, bent and stretched…etc). * To copy and explore basic body actions (twists, rotations, jumps, lunges, pushes, pulls…etc). * To move isolated body parts and a combination of body parts at the same time. * To jump in different ways showing some degree of body control (swinging arms and bending knees). * To link movements together to create a short sequence/routine and use my movement memory to perform these. * To move at different tempos/speeds and respond to music with my movements. | Walking, Running, Skipping, Lunging, Balance, Co-ordination, Actions, Weather, Clothing, Imagination, Autumn, Soundscape, Travelling, Twisting, Shapes, Winter, Symmetry, Memory, Spring, New life, Bent, Curled, Stretched, Strength, Summer, Energy, Sun, Happy, Routine, Rehearse, Perform, Safety, Scan, Listening, Control, Avoid, Balance, Statue, Still, Lunge, Knees, Feet, Roll, Trap, Send, Football, Dribble, Travel. |  |
| **Year 1**  **Indoor**  **&**  **Outdoor** | * To be able to move safely in a space with control * To understand how to tag safely in a tag game * To move safely and to avoid being tagged in a tag game * To be able to react quickly in a tag game * To help others escape when caught in a tag game * To demonstrate a combination of skills learned in this unit * To understand the importance of why we need to warm up our bodies for exercise. * To explore the different types of movements our bodies can make (swinging, twisting and explosive movements). * To move to music with different rhythms, speeds and moods. * To explore the different shapes they can make with their bodies to show/represent something. * To be able to copy and learn a routine, remember the sequence with the teacher’s help, and perform it. | space, safety, scanning, tag, sprint, pounce, avoid, burst, dodge, reactions, start position, release, escape, energy, rules, sports, exercise, swings, explosive, twist, tempo, speed, beat, posture, control, shapes, musicality, character, link, rehearse, muscle memory, improve, rehearse, perform, improvise. | Master basic movements. Running, agility, participate in team games |
| **Year 2**  **Indoor**  **&**  **Outdoor** | * To take part safely in a tag game * To take part in a team tag game * To use different movements to evade an opponent * To be able to demonstrate increasing understanding of rules of different tag games. * To recognise how to preserve energy in a tag game. * To communicate with teammates to try to win a game. * To know 2 reasons why we warm up (flexibility & to prevent injury). * To explore and demonstrate different ways of travelling. * To understand the difference between directions and pathways, and to be able to demonstrate different combinations of these. * To know what gestures are in Dance and to show different objects/things (animals) through gestures. * To be able to link 3 movements together (e.g. jumps, gestures, turns) to create a mini sequence/routine. | safety, respect, listening, taking turns, team, tag, trick, side-step, evade, control, energy, consistent, positive, balance, concentrate, circuit, decisions, rules, warm up, travelling, space, direction, pathways, character, gesture, body, posture, turns, jumps, transition, dynamics, musicality, rehearse, perform, improvise. | Master basic movements including running. Develop agility and speed. Participate in team games. Develop simple tactics for attacking and defending |
| **Year 3**  **Indoor**  **&**  **Outdoor** | * To execute a basic chest pass * To execute a two-handed bounce pass * To develop movement and recognise space * To execute a basic overhead and shoulder pass * To explore basic understanding of possession * Moving with the ball as a group * To know numerous reasons why we warm up (reasons from previous years and strengthening & conditioning). * To understand the importance of spatial awareness in Dance, and to know the different spaces/areas on a stage. * To understand what a formation is in Dance and to be able to demonstrate this, and move between different formations in a routine. * To understand what different types of structures/forms are in Dance (Binary, Ternary, Rondo), to demonstrate these and know that they can be used to elongate a routine. * To use choreographic devices such as unison and different types of canon to manipulate/change a routine. * To be able to demonstrate contrasting levels (high, middle and low) and to demonstrate these in choreography. * To be able to link together key movements in Dance (turns, jumps, travelling, gestures) to create a phrase that flows. * To be able to learn a routine, remember the sequence, rehearse it, improve it and perform it. * To be able to give feedback to my peers on a performance against a given criteria. | target, eye contact, chest pass, bounce pass, power, distance, scanning, movement, timing, overhead pass, shoulder pass, possession, teammate, defender, court, distance, power, strengthening, conditioning, space, formations, spatial awareness, transition, levels, posture, manipulate, binary, ternary, rondo, unison, canon, contrast, rehearse, perform, improvise. | Use running, throwing and catching in isolation and in combination.  Play competitive games, modified where appropriate. Communicate, collaborate and compete with each other. Develop an understanding of how to improve in different sports. |
| **Year 4**  **Indoor**  **&**  **Outdoor** | * Develop the chest pass and bounce pass * Develop the overhead and shoulder pass techniques * Develop movement skills in order to evade a defender * To develop understanding of keeping possession as a team * Execute the basic shooting technique * Apply skills learned in a modified version of High 5 netball. * To know the main 3 components of a Dance warm up and to be able to demonstrate exercises for each section. * To understand what rhythm (straight and syncopated) and time signatures are, and physically demonstrate this understanding through my movements to the music. * To understand what a motif is, learn and copy one, or create my own. * To know a range of more advanced key movements (jumps, turns, travelling, gestures) and be able to use these to extend and develop a motif. * To have a good understanding of what dynamics are in Dance, and to be able to perform a short routine showing contrasting dynamics. * To use choreographic devices such as the retrograde and fragmentation to develop a motif and create a dance routine. * To be able to learn a routine, change it and extend it, rehearse and improve it, and perform it. * To be able to give feedback to my peers on their performance against a given criteria. * To be able to act on my personal/peers feedback to improve my routine. | chest pass, bounce pass, intercept, technique, overhead pass, shoulder pass, scan, evade, recognise, pressure, opponent, support, shooting, target, scoring, positions, rules, respect, referee, warm up, rhythm, syncopated, time signature, strong beat, create, motif, dynamics, transition, develop, turns, jumps, reverse, retrograde, fragmentation, rehearse, improve, perform | Use running, throwing and catching in isolation and in combination.  Play competitive games, modified where appropriate. Communicate, collaborate and compete with each other. Develop an understanding of how to improve in different sports. |
| **Year 5**  **Indoor**  **&**  **Outdoor** | * Develop a variety of passing techniques and apply them in opposed games * To develop intermediate passing techniques including one-handed techniques and applying disguise * Explore and understand basic pivoting technique and footwork rule * Introduce basic defensive techniques screening and intercepting * Develop shooting whilst under pressure from an opponent * Develop understanding of High 5 netball. Basic rules and positions. * To be able to demonstrate contrasting levels (high, middle and low), to understand each category has sub levels within it and to demonstrate these within a routine. * To know the key movements with the addition of floor work and be able to demonstrate these confidently and use them when choreographing a routine. * To know and show a range of ways of transitioning to and from the floor. * To learn a set motif and work in groups to develop the motif further. * To understand the safety and different roles when lifting in Dance, and be able to perform an assisted jump and a should height/overhead lift. * To understand the relationship between the rise and fall/dynamics of the music and levels in Dance, and be able to demonstrate this. * To be able to show contrasting emotions in Dance by using choreographic devices such as levels and dynamics. * To be able to link sections of choreography together so they flow and tell a story. * To be able to self assess their own achievement against a success criteria and identify a next step to improve. * To be able to act on my personal/peers feedback to improve my routine and show clear improvements/progression. | technique, variety, scenario, opposed, fakes, disguised pass, pivot, footwork, lead foot, marking, intercepting, anticipate, pressure, composure, rebound, obstruction, rules, positions, middle, contrast, bent, high knees, low, floor work, transition, high, jump, rise, lift, mood, emotions, choreography, storytelling, develop, rehearse, improve, perform. | Use running, throwing and catching in isolation and in combination.  Play competitive games, modified where appropriate. Communicate, collaborate and compete with each other. Develop an understanding of how to improve in different sports. Apply basic principles for attacking and defending |
| **Year 6**  **Indoor**  **&**  **Outdoor** | * Revisit and develop passing techniques and apply them in opposed situations * Develop movement and support play in order to attack effectively * To further develop pivoting techniques and apply them in opposed games * To develop an understanding of attacking play and attacking principles * To explore advanced shooting techniques such as step-back shot and side-step shot and apply them in opposed games * To apply a range of techniques learned and apply them in constrained and full High 5 netball matches * To understand the purpose of the human skeleton and it’s main function. * To know about different types of joints in the human body and the different ways in which they move. * To have a sound understanding of the difference between straight and syncopated rhythms, and be able to rhythmically respond to these confidently. * To understand what isolations are in Dance and be able to demonstrate a range of these and include some in my choreography. * To be able to choreograph a routine of at least 32 counts (in a group), including key movements from each category (turns, jumps, travelling, gestures and floor work), and perform this in a suitable dynamic that portrays the theme. * To clearly show use of choreographic devices (such as directions, pathways, formations, levels, canon and unison) in my choreography. * To be able to (in a group) storyboard and plan my routine, before choreographing it, to match the theme/lyrics of the music. * To evaluate my work against a criteria and set myself a smart target to improve it. * To be able to act on peers feedback to improve my routine and show clear improvements/progression. * To perform a routine that I have choreographed within a group for a purpose (a music video). | variation, opposed, possession, movement, support, create space, attacking principles, pivot, footwork, overload, underload, outnumbered, composure, rebound, sportsmanship, game understanding, respect, competition, Hi-five netball, skeleton, joints, mobility, isolation, stillness, syncopated, rhythm, pedestrian, pathways, formations, unison, canon, variety, storyboard, choreograph, target, rehearse, improve, perform | Use running, throwing and catching in isolation and in combination.  Play competitive games, modified where appropriate. Communicate, collaborate and compete with each other. Develop an understanding of how to improve in different sports. Apply basic principles for attacking and defending |
| **Autumn 2** | **Reception**  **Indoor**  **&**  **Outdoor** | * To walk and run using a variety in the length of stride. * To explore moving at different speeds. * To explore moving in to spaces. * To estimate the number of steps needed to reach a destination (hops, skips). * To develop the ability to control a ball in a range of different ways. * To send/release a ball or object towards a set direction or distance/target. * To develop the ability to jump in different ways. * To learn how to jump and land safely. * To develop the lunge technique. * To roll a ball in a set direction. * To trap a ball when receiving. * To travel in a variety of ways, showing different speeds, directions, levels, pathways. * To travel showing coordination (cross-lateral movements). * To balance and take weight on different parts of my body. * To roll in a variety of ways at different speeds (including rolling sideways in a curled and stretched position). * To attempt a forward roll with the correct technique, with some assistance. * To jump in variety of ways, taking off and landing from one or two feet. * To demonstrate swinging my arms and bending my knees to create momentum when jumping. * To create a mini-sequence by performing gymnastics movements I have learnt in different orders. * To listen to the instructions and follow them. | Speed, Run, Skip, Steps, Gallop, Distance, Ball, Move, Control, Jump, Leap, Exercise, Lunge, Direction, Balance, Twist, Turn, Waist, Send, Target, Hands, Travelling, Levels, Speeds, Directions, Pathways, Balance, Body parts, Still, Roll, Curled, Stretched, Control, Jump, Bent knees, Swing, Momentum, Distance, Height, Curved back, Tuck, Flat hands, Rocking motion, Memory, Story, Sequence |  |
| **Year 1**  **Indoor**  **&**  **Outdoor** | * To be able to send a ball towards a target * To be able to release a ball towards a moving target * To move with a ball using our feet * To change direction with a ball using our feet * To dribble with a ball using our hands * To move with a ball and keep it away from another player using our hands | aim, target, send, accurate, timing, dribble, control, turn, protect, escape, bounce, waist, control, change direction, speed | Master basic movements, throwing, co-ordination and balance. |
| **Year 2**  **Indoor**  **&**  **Outdoor** | * To roll a ball along the floor and hit a target * To throw a ball underarm and hit a moving target in a game * To dribble with a football and avoid others * To dribble with a football and get past a guard * To dribble a basketball using both right and left hands * To dribble a basketball and protect it from other players. * To demonstrate coordination, balance, control and confidence in gymnastics moves. * To understand what body tension is and be able to demonstrate this with a range of movements. * To demonstrate safe jumping technique with a variety of simple jumps (star jump). * To be able to travel in variety of ways and in different directions (walking with quality backwards and lifted knees travelling). * To demonstrate a range of balances performed with body tension (shoulder stand and superman). * To demonstrate a range of simple rolls with variations (dish roll, egg star open roll and rock and roll), and demonstrate the 6 positions of a forward roll. * To be able to learn, follow and perform a teacher’s gymnastics sequence. | target, aiming, accuracy, weight, underarm, power, control, follow through, dribbling, touches, control, sole, skill, trick, disguise, bounce, snap, wrist, guard, protect, block, shield, body tension, straight, curve, star, coordination, together, balance, transition, link, positions, tuck, stretched, shoulder stand, peer-assess, rehearse, perform, sequence, flow. | Master basic movements including throwing, develop balance and coordination. Engage in co-operative physical activities |
| **Year 3**  **Indoor**  **&**  **Outdoor** | * To execute basic dribbling technique to travel with the ball * Basic shielding technique * To execute two basic types of turn with the ball * To execute quick changes of direction whilst moving with the ball * To evade a defender in a 1v1 situation * To apply individual possession skills in opposed games. * To show coordination, balance, control and confidence in a variety of different gymnastics movements, and when performing sequences. * To demonstrate the swimming jump technique when performing the majority of jumps (including a half-turn jump and straddle jump) and know the alternative techniques for other jumps (elevated hop and scissor kick jump). * To be able to travel in a variety of ways showing good posture and balance (straight kicks and lifted knees with extension). * To demonstrate more complex individual static balances (table-top bridge and full bridge). * To be able to take weight on their hands while performing dynamic balances (L-shaped handstands/touch at the top handstands/switching leg handstands). * To demonstrate a variety of rolls, linking them to other movements (side roll and teddy bear roll), and perform an accurate forward roll that flows. * To demonstrate smooth transitions between the floor and standing. * To be able to create and perform their own sequence of gymnastics movements and improve it after receiving feedback. | scanning, dribbling, touches, shield, protect, hide, drag back turn, hook turn, defender, skill, trick, feint, accelerate, disguise, creative, unpredictable, respect, encourage, support, body tension, swim, momentum, coordination, side roll, link, straddle, teddy bear roll, shoulder, side, point balance, forwards roll, bridge, scissor kick, handstand, sequence, flow, perform. | Use running, kicking, jumping in isolation and in combination.  Play competitive games, modified where appropriate. Communicate, collaborate and compete with each other. Develop an understanding of how to improve in different sports. Learn how to evaluate and recognise success |
| **Year 4**  **Indoor**  **&**  **Outdoor** | * To develop dribbling with the ball in a crowded area * To develop shielding techniques whilst under pressure from an opponent * To develop three different ways to turn with the ball and apply these whilst under pressure from an opponent * To use changes of speed and direction whilst travelling with the ball * To develop a variety of ways of beating an opponent in a 1v1 scenario * To apply a range of individual possession skills in opposed game-based situations. * To show coordination, balance, control and confidence in a variety of different gymnastics movements, and when performing sequences. * To demonstrate the swimming jump technique when performing the majority of jumps (including a half-turn jump and straddle jump), and know the alternative techniques for other jumps (elevated hop and scissor kick jump). * To be able to travel in a variety of ways showing good posture and balance (straight kicks and lifted knees with extension). * To demonstrate more complex individual static balances (table-top bridge and full bridge). * To be able to take weight on their hands while performing dynamic balances (L-shaped handstands/touch at the top handstands/switching leg handstands). * To demonstrate a variety of rolls, linking them to other movements (side roll and teddy bear roll), and perform an accurate forward roll that flows. * To demonstrate smooth transitions between the floor and standing. * To be able to create and perform their own sequence of gymnastics movements and improve it after receiving feedback. | Possession, control, traveling, block, shield, outside hook, inside hook, evade, trick,  unbalance, unpredictable, exciting, creative, respect, teamwork, resilience, body tension, turn, momentum, straddle, teddy bear roll, balance, weight, triangle, headstand, handstand, cartwheel, straight, cat leap, split leap, leap frog, sequence, flow, link, perform. | Use running, kicking, jumping in isolation and in combination. Play competitive games, modified where appropriate. Communicate, collaborate and compete with each other. Develop an understanding of how to improve in different sports. Learn how to evaluate and recognise success |
| **Year 5**  **Indoor**  **&**  **Outdoor** | * Travelling with the ball whilst under pressure from an opponent * To apply a variety of turning and shielding skills in opposed scenarios * To apply a variety of dribbling skills in order to beat a defender in various 1v1 situations * To pass the ball accurately over a short distance. Develop basic receiving skills whilst under pressure from an opponent. * To develop an understanding of how, when and why to pass forward * To explore principles of keeping possession as a team * To develop an understanding of attacking principles and apply these in a small side game scenario * To perform gymnastics movements and sequences with clear confidence, fluidity, strength and body tension. * To demonstrate more complex jumps with correct technique (take off and landing), focusing on the gymnastic position made in the air (pike jump and stag jump/leap). * To use travelling steps to link different gymnastics movements together, and to create interesting sequences. * To demonstrate more complex balances (headstands with leg variations), and demonstrate an understanding of counter balances when performing partner balances. * To be able to safely support and spot a partner in a handstand. * To demonstrate more complex rolls with different entries and exits (shoulder roll, backwards roll and forwards roll from a balance). * To be able to create and perform their own sequence of more complex gymnastics movements, structuring their sequence to show a range of skills and smooth transitions between skills. * To be able to self or peer assess a sequence/performance against a given criteria, and suggest ways in which to improve the sequence. To be able to act on feedback they receive. | dribbling, running with the ball, control, pressure, opponent, opposed, unbalanced, skills, deceive, body shape, weight of pass, accuracy, intercept, marking, tracking, movement, support play, create space, scanning, pike, stag, cat leap, momentum, shoulder roll, backwards roll, rock and roll, forwards roll, headstand, handstand, strong, spot, counterbalance, partner, entry, exit, sequence, flow, link, perform | Use running, kicking, jumping in isolation and in combination. Play competitive games, modified where appropriate. Communicate, collaborate and compete with each other. Develop an understanding of how to improve in different sports. Learn how to evaluate and recognise success. Apply basic principles for attacking and defending |
| **Year 6**  **Indoor**  **&**  **Outdoor** | * To revisit dribbling techniques and explore when to use smaller or bigger touches according to the space available * To stay on the ball whilst under pressure from an opponent and recognise how and when to escape in to space * To use a variety of individual possession skills and tricks in order to beat a defender in various opposed situations * To connect and combine with team mates using short passing and receiving techniques * To make effective forward passes in order to create opportunities to score * To attack effectively as a team by keeping possession of the ball using a combination of both short and longer passes * To apply attacking principles in a game scenario in order to create goal scoring opportunities. * To perform gymnastics movements with clear confidence, fluidity, strength and body tension, and perform sequences with a sense of performance quality. * To demonstrate a range of more complex jumps with correct technique, and be able to perform assisted jumps/leaps with a partner. * To use travelling steps to link different skills together while using the whole space. * To be able to link cartwheels into other gymnastics skills. * To demonstrate a range of more complex balances, and be able to perform and create several group balances. * To demonstrate a pirouette or turn within a sequence. * To demonstrate more complex rolls with different entries and exits, attempting a dive entry into a forward roll. * To be able to create and perform their own sequence of more complex gymnastics movements, structuring their sequence to show a range of skills. smooth transitions between skills and think about the overall performance (formations/directions…etc). * To be able to assess the overall effectiveness of a sequence/performance against a given criteria, and suggest realistic improvements. To be able to act on feedback they receive. | recognise, exploit, decision making, game understanding, shield, protect, creativity, flair, unpredictability, combination play, connect, keep possession, techniques, communication, break lines, split pass, interception, movement and support, disorganise, exploit space, tactics, strategy,  mirroring, canon, rehearse, body tension, jumps, rolls, sequence, control, assisted jumps/leaps, interact, counterbalance, weight, support, cartwheel, travelling, unison, sequence, flow, link, perform | Use running, kicking, jumping in isolation and in combination. Play competitive games, modified where appropriate. Communicate, collaborate and compete with each other. Develop an understanding of how to improve in different sports. Learn how to evaluate and recognise success. Apply basic principles for attacking and defending |
| **Spring 1** | **Reception**  **Indoor**  **&**  **Outdoor** | * To develop the lunge technique whilst traveling in different directions * To use cross lateral techniques to refine movement (walk, run, throw) * To bounce and catch my own ball * To throw and catch various objects * To develop a takeoff action for a variety of jumps * To develop correct landing technique * To understand what happens to our body when we exercise * To develop travelling in a range of ways safely negotiating space * To recognise how long it takes to travel different distances using different travelling movements * To send a variety of different size balls in a set direction * To control a ball that is sent to me * To understand there are different dance styles (genres), and copy and demonstrate basic movements for a range of styles. * To travel in a variety of ways (with good balance and coordination), and show changes of speed when travelling. * To respond to and move to the beat of different types of music. * To show control in my movements when static and moving. * To show a strong body position and good posture. * To mirror a partner and copy their movements (showing an understanding of symmetry). * To move my body at a variety of levels, and show control and strength in my movements. * To begin to be able to anticipate when to change direction. * To perform quick nimble movements. * To perform a variety of jumps showing good balancing, and hop on alternate legs. * To use my movement memory to perform a sequence of movements. | Step, Knees, Still, Head, Toes, Heels, Ball, Bounce, Catch, Flat, Landing, Jumping, Walk, Hop, Travel, Roll, Control, Target,  Travelling, Balance, Levels, Coordination, Music, Tempo, Tango, Isolated movements, Control, Strong body position, Mirroring, Ballet, Symmetrical shapes, Levels, Strength, Link, Line dancing, Step, Together, Touch, Heel, Toe, Direction, Jump, Speed, Beat, Rock ‘n’ roll, Jive, Kicks, Flicks, Twists, Fast movements, Bent knees, Energy, Weight, Movement memory, Imagination, Freestyle |  |
| **Year 1**  **Indoor**  **&**  **Outdoor** | * To walk and run using an opposite arm to leg action * To develop an awareness of space and to remember a movement pattern * To develop anticipation and reactions with a moving ball using hands * To kick a ball towards a target over various distances * To explore striking a ball with a bat or a racket * To bend and stretch in a variety of directions and at different levels * To understand that there are different styles of Dance and be able to name a couple of contrasting styles. * To know and understand some of the history and culture of Disco Dance, and where it was typically performed. * To be able to clap along to the beat of different Disco tracks. * To know a range of basic Disco Dance movements and be able to perform these. * To copy, learn and be able to perform a set routine using Disco dance movements. * To understand what the Hustle is and be able to perform one, and use different directions in Dance. * To be able to create their own Disco dance movement with a partner, to show an object or an action. | run, jog, skip, opposite, instructions, pattern, directions, aim, trap, accurate, kick, pass, distance, strike, stance, ready, bend, stretch, balance, Disco, beat, high energy, foot stamps, pivot turn, ripple, the Bump, Hustle, repeat, direction, actions, objects, create, freestyle, practise, improve, perform. | Developing co-ordination and balance, participate in team games |
| **Year 2**  **Indoor**  **&**  **Outdoor** | * To run at a variety of speeds and in different directions to develop a fluent running technique * To use a range of different jumping techniques * To send and receive an object whilst on the move using hands * To develop kicking a ball to a partner with accuracy and control whilst on the move * To develop striking a moving ball with a bat or a racket * To develop turning and spinning actions and use these in various competitive games * To know what dance genres are and be able to give examples of different genres of dance. * To know and understand some of the history, traditions and culture of African dance. * To be able to describe what type of music African dance is typically performed to. * To know a range of basic African dance movements and be able to perform these. * To be able to demonstrate clear characteristics of the African dance style – strong arm movements, heavy stomping feet, moving around a spot (clock), percussive movements (Gumboot dance) …etc. * To copy, learn and be able to perform a set routine using core movement of African dance. * To be able to use basic choreographic devices such as unison, call and response and freestyle in their choreography/performance. | fluent, rhythm, technique, knee action, take-off, landing, hips, ankles, tracking, receiving, netball, strike, power, inside, outside, stance, racket, timing, Africa, drumming, tribal, stance, stamps, accented, style, choreograph, perform, gumboots, rhythm, communication, create, call & response, practise, improve, perform. | Master basic movements including running, jumping, striking, co-ordination and agility. |
| **Year 3**  **Indoor**  **&**  **Outdoor** | * Explore basic dribbling skills in hockey * Explore different ways to change direction whilst * Use dribbling skills to get past or get away from a defender * Develop dribbling to shoot at the goal * Explore the basic ball striking technique * To know what dance genres are and understand that within a genre there can be a further breakdown of styles. * To know and understand some of the history, traditions and culture of Indian dance. * To be able to describe what type of music Bollywood dance is typically performed to, and point out some features of the music. * To know a range of basic Bollywood dance movements and be able to perform these. * To be able to demonstrate clear characteristics of the Bollywood dance style – bouncy energetic leg movements but light on the feet, isolated shoulder/neck/head movements, different mudras (hand gestures)…etc. * To be able to learn a routine using core movements of Indian dance, remember the sequence, rehearse it, improve it and perform it. * To be able to use choreographic devices such as canon, formations, and levels in their choreography/performance. * To be able to improvise to music using some of the core movements of Bollywood dance. * To be able to give feedback to my peers on a performance against a given criteria. | grip, control, dribbling, contact, rotate, direction, twist, defender, disguise, accelerate, shoot, strike, power, accuracy, weight of pass, eye contact, assessment, competitive, opponent, Bollywood, Bhangra, bouncy, drum, strong beat, accents, routine, perform, formation, hand gestures, mudras, storytelling, canon, arm movements, rehearse, peer-assess. | Use running, dribbling and striking in isolation and in combination. Play competitive games, modified where appropriate. Communicate, collaborate and compete with each other. Develop an understanding of how to improve in different sports. Learn how to evaluate and recognise success |
| **Year 4**  **Indoor**  **&**  **Outdoor** | * Dribble with and keep possession of the ball in small spaces * Develop ways to change direction and speed to evade a defender in a 1v1 situation * Develop shooting with power from a medium range following a dribble * Develop an understanding of basic defending techniques in hockey * To know what dance genres are and understand that within a genre there can be a further breakdown of styles. * To know and understand some of the history, traditions and culture of Spanish/Flamenco dance. * To be able to describe what type of music Flamenco/Spanish dance styles are typically performed to, and point out some features of the music. * To know a range of basic Flamenco/Spanish dance movements and be able to perform these. * To be able to demonstrate clear characteristics of the Flamenco/Spanish dance style – percussive feet movements, Spanish arm positions and flourishes, wrist/hand circles, Flamenco dance stance, clapping and stamping sequences…etc. * To be able to learn a routine using core movements of Spanish dance, remember the sequence, rehearse it, improve it and perform it. * To be able to demonstrate sections of call and response in pairs and in groups. * To be able to create my own section of the routine, continuing in the style and using movements I have learnt. * To be able to give feedback to my peers on a performance against a given criteria. | possession, rotate, scanning, evade, slalom, deceive, opponent, balance, power, distance, strike, push-pass, grip, receive, jab tackle, timing, safety, intercept, assessment, demonstrate, compete, Spain, flamenco, guitar, percussive, pivot, drag, stance, flick, kick, back bend, clap, stamp, call and response, recap, choreograph, partner work, rehearse, perform, peer assess | Use running, dribbling and striking in isolation and in combination. Play competitive games, modified where appropriate. Communicate, collaborate and compete with each other. Develop an understanding of how to improve in different sports. Learn how to evaluate and recognise success |
| **Year 5**  **Indoor**  **&**  **Outdoor** | * Develop controlled dribbling technique with changes of direction and speed * To travel with the ball in order to get past or evade defenders * To revisit the push pass technique to further develop passing over short and medium range * To keep possession of the ball as a team using a variety of passes * To develop shooting at goal from a variety of distances after receiving a pass * To develop good sportsmanship and apply the skills we have learned this term in a variety of competitive team games | Travel, grip, directions, rotation, posture, outwit, defender, evade, passing, accuracy, disguise, receiving, support, movement, shooting, power, finishing, respect, teamwork, leadership, honesty, Lyrical, emotions, expression, posture, leap, hop, turn, structure, floor work, perform, lyrics, actions, pedestrian movements, levels, high, low, rehearse, peer assess | Use running, dribbling and striking in isolation and in combination. Play competitive games, modified where appropriate. Communicate, collaborate and compete with each other. Develop an understanding of how to improve in different sports. Learn how to evaluate and recognise success. Apply basic principles for attacking and defending |
| **Year 6**  **Indoor**  **&**  **Outdoor** | * To recap dribbling in hockey using the Indian Dribble technique * To eliminate an opponent in a 1v1 situation using a trick/skill move using the ‘forehand drag’ * Develop tackling an opponent safely in order to regain possession * To develop medium and long-range passing and receiving skills and apply them in a game situation * To develop and apply various shooting techniques whilst under pressure from an opponent * To create and exploit space in order to support attacking play in small sided games * To know what dance genres are and understand that they can have numerous influences. * To know and understand some of the history, culture and influences of Hip Hop and Street Dance. * To be able to describe what type of music Hip Hop/Street dance is typically performed to, and point out some features of the music e.g. that up and down moves to the different beats. * To know a range of basic Hip Hop and Street dance movements and be able to perform these. * To be able to demonstrate clear characteristics of the Hip Hop and Street dance styles – sharp accented moves, a bounce to the moves, coordinating arm and leg movements together, breaking & locking…etc. * To be able to learn a routine using core movements of Hip Hop and Street dance, remember the sequence, rehearse it, improve it and perform it. * To understand and demonstrate how to freestyle in the Hip Hop and Street dance styles, and understand how it came about. * To use a create, perform, edit and review sequence to improve their own choreography, reflecting on their peers’ feedback. * To be able to give feedback to my peers on a performance against a given criteria. | Indian dribble, evasive, individual possession, rotate, eliminate, forehand drag, unbalance, jab tackle, intercept, spoil, marking, sweep pass, passing range, through pass, shoot, finesse, pressure, opposed, exploit space, awareness, creativity, Hip-Hop, Bart Simpson, Smurf, levels, Prep, Reebok, canon, Monastery, Steve Martin, Cabbage Patch, direction, mirroring, Wop, ATL Stomp, Bankhead Bounce, freestyle, choreography, rehearse, improve, perform, facial expressions, attack, evaluate. | Use running, dribbling and striking in isolation and in combination. Play competitive games, modified where appropriate. Communicate, collaborate and compete with each other. Develop an understanding of how to improve in different sports. Learn how to evaluate and recognise success. Apply basic principles for attacking and defending |
| **Spring 2** | **Reception**  **Indoor**  **&**  **Outdoor** | * To move with speed and show agility * To develop bouncing and catching my own ball * To develop throwing and catching a variety of objects * To explore leaping, hopping and sliding * To develop speed, agility, and acceleration/deceleration * To explore kicking a ball towards a target * To explore striking a ball using various equipment * To understand how to mount and dismount the Gymnastics apparatus safely. * To know the different types of Gymnastics movements (rolls, jumps, balances and travelling) and transfer some of these onto apparatus. * To demonstrate a good take off and landing actions when jumping (e.g. swinging arms for momentum, stretching them out to balance, bending knees to create power and land safely…etc). * To develop a pulling and pushing action using a variety of body parts. * To begin to show strength in my upper and lower body. * To demonstrate a variety of crawling movements, including showing a cross-lateral actions (leading with opposite hand and foot). * To demonstrate the correct grip for climbing and hanging on apparatus. * To attempt a cross-lateral climbing action. * To explore moving over, under and along different pieces of apparatus. * To change direction and show different levels on a range of apparatus. * To use my movement memory to create short Gymnastics sequences. | Speed, Breathe, Ball, Bounce, Catch, Hop, Leap, Slide, Height, Take Off, Landing, Accelerate, Agility, Directions, Send, Receive, Sole, inside, Kick, target, Football, Bat, Stick, Racket, Strike, Hit, Equipment, Jumps, Travelling, Rolls, Balances, Sequences, Link, Momentum, Bent knees, Swing arms, Strong body position, Pointed toes, Apparatus, Bench, Mat, Over, Along, Up, Directions, Control, Push, Pull, Levels, Table, Incline, Decline, Through, Crawl, Slide, Opposite, Low, Climb, Hang, Strength, Grip, Thumb, Around |  |
| **Year 1**  **Indoor**  **&**  **Outdoor** | * To throw and catch a ball with a partner using two hands * To throw and catch different objects using two hands * To throw and catch a ball whilst I am moving * To throw a small object using an overarm throw * To throw a ball at a target from a close distance * To throw and catch a ball in competitive team games * To understand how to use Gymnastics apparatus safely. * To climb the apparatus/wall bars (halfway) using the correct technique – mounting, dismounting, fist grip. * To be able to hang and hold my body weight for 3 secs. * To be able to perform some of the four main gymnastics movements (rolls, jumps, balances & travelling steps) on and off of apparatus * To experiment with push and pull movements on apparatus. * To explore moving over, under and through apparatus. * To create a mini-sequence and incorporate apparatus into it. | partner, catch, throw, safety, object, hands, moving, partner, chest, distance, overarm, target, send, release, team, competition, success, apparatus, balance, travelling, body tension, swim, bend, jump, landing, grip, fist, hang, climb, wall bars, push, pull, crawl, roll, momentum, sequence, transition, safety. | Master basic movements; throwing and catching, participate in team games |
| **Year 2**  **Indoor**  **&**  **Outdoor** | * To throw and catch a ball in a variety of different ways * To throw and catch a variety of objects using both one and two hands * To throw and catch a variety of objects whilst moving * To throw different objects over a long distance using an overarm throw * To throw different objects at a target over various distances * To throw and catch a variety of different objects in competitive team games * To climb the apparatus/wall bars (to the top) using the correct technique, and also travel across the wall bars sideways. * To be able to hang and hold my body weight for 5 secs. * To be able to perform a sequence of 3 balances on a range of apparatuses. * To be able to perform some of the four main gymnastics movements (rolls, jumps, balances & travelling steps) on and off of apparatus. * To know and demonstrate how to mount a table by jumping. * To explore and demonstrate smooth transitions between different Gymnastics skills, and skills performed on the floor and on apparatus. * To create a sequence in a group using skills on both the floor and on apparatus. | partner, chest-pass, eye contact, objects, variety, distances, accuracy, shoulders, hands, release, finger tips, rotate, scoring, opponent, game, teammate, competitive, demonstrate, apparatus, balance, travelling, direction, swim, landing, mounting, climb, hang, balance, sideways, roll, transition, starting position, ending position, sequence, flow/link, perform. | Master basic movements including throwing and catching. Participate in team games. Engage in co-operative physical activities. |
| **Year 3**  **Indoor**  **&**  **Outdoor** | * To develop basic tennis specific movements * To explore basic control of the tennis racket * To develop increasing control of the tennis racket whilst on the move * To explore the basic forehand shot * To control the direction and power of the forehand shot * To climb the apparatus/wall bars (to the top) with efficiency, moving both hands and feet at the same time. * To be able to hang (facing outwards) and hold my body weight for 5 secs. * To be able to perform balances through the wall bars. * To be able to perform some of the four main gymnastics movements (rolls, jumps, balances & travelling steps) on and off of apparatus. * To be able to perform jumps onto the apparatus (tuck and elevated hop). * To explore taking weight on their hands on apparatus – handstand progressions. * To perform the hip twist vault, and experiment with different entrances to the vault. * To explore and demonstrate smooth transitions between different Gymnastics skills, and skills performed on the floor and on apparatus. * To create a sequence in a group using skills on both the floor and on apparatus, and include a section of canon. | ready position, balance, movement, agility, V-grip, racket, control, develop, grip, racket head, forehand shot, side-on position, concentration, distance, control , accuracy, group, taking turns, competitive, respect, balance, travelling, direction, speed, jump, height, mount, transition, climb, coordination, hang, vault, hips, twist, bunny hop, hurdle step, roll, momentum, canon, sequence, perform. | Use running, and striking in isolation and in combination. Play competitive games, modified where appropriate. Communicate, collaborate and compete with each other. Develop flexibility, technique and control. Develop an understanding of how to improve in different sports. Learn how to evaluate and recognise success |
| **Year 4**  **Indoor**  **&**  **Outdoor** | * To further develop tennis specific movements used in the game * To recap and develop increasing control of the tennis racket * To develop the forehand drive shot * To explore the two-handed backhand shot * To explore the forehand volley shot * Work in a small group effectively * To climb the apparatus/wall bars (to the top) with efficiency and confidence, using different grips (normal and inverse). * To be able to hang holding my body weight (facing outwards), using a range of leg positions. * To be able to perform balances facing away from the wall bars. * To be able to perform a variety of the four main gymnastics movements (rolls, jumps, balances & travelling steps) on and off of apparatus. * To be able to perform jumps onto, on/along and off of the apparatus. * To explore taking weight on their hands on apparatus – cartwheel progressions. * To perform the through vault, over a low of medium height table. * To show clear understanding of what makes a sequence flow, with smooth transitions. * To create a sequence in a group using skills on both the floor and on apparatus, and use several choreographic/artistic devices to make them more interesting e.g. canon, unison, mirroring, direction, speed, different arm shapes/positions…etc. | ready position, sport specific, balance, flight, anticipate, angles, forehand, timing, bounce, rotation, C-shape, backhand, volley, attacking, risk & reward, rules, respect, sportsmanship,  balance, travelling, body tension, variation, jump, leap, entrance, mount, vault, tuck, swing, coordination, climb, hang, artistic, sequence, roll, momentum, exit, rehearse, improve, perform | Use running, and striking in isolation and in combination. Play competitive games, modified where appropriate. Communicate, collaborate and compete with each other. Develop flexibility, technique and control. Develop an understanding of how to improve in different sports. Learn how to evaluate and recognise success |
| **Year 5**  **Indoor**  **&**  **Outdoor** | * To develop reaction speed, footwork and movement required for tennis * To revisit the correct stance and grip for the basic forehand shot * To develop the forehand drive and develop decision making about how and when top use the shot * To develop the two-handed backhand drive and develop decision making around how and when to play the shot * To develop the forehand and backhand volley technique * To understand how to score points in tennis and to take part in some fun competitive activities * To climb the apparatus/wall bars (to the top) with efficiency and confidence, using different grips (normal and inverse). * To be able to hang holding my body weight, using a range of leg positions and the inverse hand grip. * To be able to perform a partner balance on the wall bars. * To be able to mount, dismount, hang from and climb the ropes using the hand over hand technique. * To be able to perform a variety of the four main gymnastics movements (rolls, jumps, balances & travelling steps) on and off of apparatus. * To be able to perform a turn/pirouette on the apparatus, whilst keeping my balance. * To be able to perform jumps onto, on/along and off of the apparatus, making sure to land with one foot in front of the other when landing on the apparatus. * To perform the straddle vault, over a low of medium height table. * To be able to perform an entrance (run up or hurdle step) onto a springboard followed by a gymnastic jump. * To create a sequence that flows in a group using skills on both the floor and on apparatus, and use several choreographic/artistic devices to make them more interesting e.g. canon, unison, mirroring, direction, speed, different arm shapes/positions…etc | tracking, trajectory, reactions, adjustment, grip, stance, two handed backhand, action, follow through, volley, technique, shape of shot, scoring, umpire, competitive, respect, balance, travelling, jump, landing, vault, straddle, coordination, springboard, hang, climb, ropes, roll, tuck, push, momentum, sequence, rehearse, improve, perform | Use running, and striking in isolation and in combination. Play competitive games, modified where appropriate. Communicate, collaborate and compete with each other. Develop flexibility, technique and control. Develop an understanding of how to improve in different sports. Learn how to evaluate and recognise success. Compare performances with previous ones and demonstrate improvement |
| **Year 6**  **Indoor**  **&**  **Outdoor** | * To perform a range of different shots and strategies to outwit an opponent * To develop advanced tennis specific movement, footwork and reaction speed * To explore different ways of playing the forehand shot to win a point * To develop different ways of playing the two-handed backhand drive including cross court and down the line * To understand the five different ways to win a point in tennis * To carry out the role of an umpire * To climb the apparatus/wall bars (to the top) with efficiency and confidence, using different grips (normal and inverse). * To be able to hang holding my body weight, using a range of leg positions and the inverse hand grip. * To be able to perform a group balance on/incorporating the apparatus. * To be able to mount, dismount, hang from and climb one or two ropes, and create and perform a short ropes sequence. * To be able to perform a variety of the four main gymnastics movements (rolls, jumps, balances & travelling steps) on and off of apparatus. * To be able to perform a turn/pirouette on the apparatus, whilst keeping my balance, and also attempting this at different levels. * To be able to perform jumps onto, on/along and off of the apparatus, and perform assisted jumps on and off of the apparatus with a partner. * To perform a range of vaults (hip twist, through vault and straddle vault) over medium-high height tables, and demonstrate how to use a springboard when vaulting. * To perform a range of dismounts off of apparatus (rolls, jumps, leaps and cartwheels), and link their dismounts into the next gymnastic skill with a smooth transition. * To create a sequence that flows in a group using skills on both the floor and on apparatus, and use several choreographic/artistic devices to make them more interesting e.g. canon, unison, mirroring, direction, speed, different arm shapes/positions…etc | reaction speed, footwork, agility, coordination, recovery shot, cross court shot, top spin drive, consistency, cooperative, rally, rules, scoring system, doubles, singles, observation, fairness  jumps, support, counter-balance, pirouette, vault, coordination, springboard, hang, climb, ropes, sequence, dismount, synchronisation, flow, cartwheel, rehearse, improve, perform | Use running, and striking in isolation and in combination. Play competitive games, modified where appropriate. Communicate, collaborate and compete with each other. Develop flexibility, technique and control. Develop an understanding of how to improve in different sports. Learn how to evaluate and recognise success. Compare performances with previous ones and demonstrate improvement |
| **Summer 1** | **Reception**  **Indoor**  **&**  **Outdoor** | * To jump from one foot to two feet, and one foot to one foot leading with either leg (Functional) * To anticipate the direction and action needed to receive an object. To trap a ball with hands and feet (manipulative) * To develop cross lateral techniques to refine movement (walk, run, throw) (Concepts) * To rise up from a squat position * To run or travel from a squat (Functional) * To release a ball or object towards a set direction or distance (manipulative) * To develop speed and agility exploring acceleration and deceleration (Functional) * To travel in a variety of ways, showing different speeds, directions, levels, pathways. * To travel showing coordination (cross-lateral movements). * To balance and take weight on different parts of my body. * To roll in a variety of ways at different speeds (including rolling sideways in a curled and stretched position). * To attempt a forward roll with the correct technique, with some assistance. * To jump in variety of ways, taking off and landing from one or two feet. * To demonstrate swinging my arms and bending my knees to create momentum when jumping. * To create a mini-sequence by performing gymnastics movements I have learnt in different orders. * To listen to the instructions and follow them. | Take Off, Landing, Leap, Trap, Roll, Watch, Walk, Run, Throw, Squat, Balance, Stand, Underarm, Throw, Target, Speed Up, Slow Down, Stop, Travelling, Levels, Speeds, Directions, Pathways, Balance, Body parts, Still, Roll, Curled, Stretched, Control, Jump, Bent knees, Swing, Momentum, Distance, Height, Curved back, Tuck, Flat hands, Rocking motion, Memory, Story, Sequence |  |
| **Year 1**  **Indoor**  **&**  **Outdoor** | * To develop jumping for height and jumping for distance * To move in time to a rhythm * To develop catching a ball from different directions and heights * To develop the lunge movement for stability and balance * To side step and hop in different directions * To bounce and catch with a partner using a variety of balls * To explore different pathways and ways of travelling. * To develop core movements and develop them by using a range of resources (levels speed ...etc). * To learn and demonstrate some of the basic key movements (introduction to some turns, jumps, gestures & travelling). * To create movements that reflect a certain stimuli or theme (artic animals). * To copy and learn a set routine from the teacher. * To understand the different qualities of a good performance. * To show a story through their movements and start to develop their characterisation within dance. * To be able to perform the routine with guided help from the teacher. | take-off, flight, landing, marching, beat, sequence, ready position, scan, space, lunge, balance, stable, side-step, hop, directions, bounce, grip, receive | Master basic movements; jumping, develop balance, movement patterns |
| **Year 2** | * To develop leaping over various distances and heights * To develop agility, needed to avoid being tagged in a tag game * To develop catching skills with changes of height, speed, direction and whilst on the move * To explore the chest pass and use it in an opposed game * To develop striking a moving ball in a game * To develop dribbling a ball using our feet and use the skill in a game * To understand what a theme is and how we can use one to help create a dance. * To explore different pathways, direction and ways of travelling around the space. * To develop core movements and develop them using a range of choreographic devices (dynamics, directions and speed). * To create movements to reflect a certain stimuli or theme. * To be able to show different characters in a story through the variety of movements performed with dynamics (the way they are performed) and the use of facial expressions). * To understand the different qualities of a good performance. * To learn small sections of choreography and be able to perform it with some form of guided help from the teacher (demonstrations, guided speech). * To be able to create gestures in small teams/pairs to reflect a theme within the story (e.g. favourite sweet). | leap, lunge, opposite, landing, agility, disguise, evade, reaction, support, pass, receive, stance, grip, strike, football, dribble, touches | Apply basic movements in a range of activities. Develop simple tactics for attacking and defending. |
| **Year 3** | * Demonstrate basic running for speed * Explore a variety of jumping styles * To sprint over short distances * To explore the two-handed push throw * To throw and retrieve objects safely * To explore a one-handed pull throw * To explore running over a medium distance * To understand what a stimulus is and how we can use one to create a dance. * To be able to show contrasting settings through the use of choreographic devices, such as formations, spacing and levels. * To be able to show different characters in a story through the variety of movements performed, the dynamics (the way they are performed) and the use of facial expressions. * To understand and demonstrate some of the similarities between Indian dance and Middle Eastern/Oriental dance. * To use the key movements I know (turns, jumps, gestures & travelling) to create sections of choreography. * To choreograph sections of choreography in pairs/groups using choreographic devices such as levels, formations, unison, canon…etc. * To learn different sections of choreography telling different parts of the story, remember these using movement memory, put these together into a sequence and perform it as one piece. * To perform in a variety of ways – different group sizes (solo, pairs, small groups, whole class) and different ways (unison, canon, in groups). * To rehearse and improve a dance, acting on the feedback of my peers from a given criteria. * To be able to give feedback to my peers on a choreography against a given criteria. | posture, sprint, reactions, accelerate, power, speed, push throw, agility, pull throw, distance, safety, pace, teamwork, long distance, events, performance, challenges | Use running, jumping and throwing in isolation and in combination. Play competitive games, modified where appropriate. Communicate, collaborate and compete with each other. Develop flexibility, strength, technique, control and balance. Develop an understanding of how to improve in different sports. Learn how to evaluate and recognise success |
| **Year 4**  **Indoor**  **&**  **Outdoor** | * To develop reaction speed required for sprinting * To explore running with rhythm and coordination over obstacles * To jump for distance from 2 feet landing on 2 feet * To use a short run to jump from one foot to two feet * To develop the one-handed push throw * To develop awareness of pacing over a longer distance run * To be a valuable team member in an athletics event * To understand what a stimulus is and how we can use one to create a dance. * To be able to show transitions in the character’s personalities through contrasting dynamics for different sections of the dance. * To generate ideas and movements to show different characters/instruments, and link these together to create short sections of choreography. * To understand different ways of using repetition to change the structure and length of a dance (canon/call and response). * To understand the choreographic techniques counterpoint and dialogs, and demonstrate this in a section of the routine. * To create a series of movements that rhythmically responds to the musical motif (a specific rhythm). * To create a motif with my group and teach it to the rest of the class. * To explore using body percussion in a call and response section of choreography. * To learn different sections of choreography telling different parts of the story, remember these using movement memory, put these together into a sequence and perform it as one piece. * To perform in a variety of ways – different group sizes and different ways (unison, canon, counterpoint, dialogs…etc). * To rehearse and improve a dance, acting on the feedback of my peers from a given criteria and the target my group has set itself. * To be able to give feedback to my peers on a choreography against a given criteria. | Reaction speed, sprint start, arms and shoulders, coordination, rhythm, hips, knees, extend, ankles, weight, long jump, shot putt, push throw, techniques, competitor, respect, stimulus, setting, personality, dynamics, turn, travel, gesture, jump, canon, unison, counterpoint, dialogs, call and response, motif, choreograph, body percussion, rhythm, sound, rehearse, improve, perform | Use running, jumping and throwing in isolation and in combination. Play competitive games, modified where appropriate. Communicate, collaborate and compete with each other. Develop flexibility, strength, technique, control and balance. Develop an understanding of how to improve in different sports. Learn how to evaluate and recognise success |
| **Year 5**  **Indoor**  **&**  **Outdoor** | * To develop an understanding of the effect of exercise on the body through athletics activities * Develop quick reactions and rapid acceleration from a variety of static positions * Jump for distance from one foot to two feet * Develop the controlled pull throw action * Execute a single arm push throw to reach a target * To throw an object using the heave throw technique * To pass a baton using a push pass in a relay race * To execute a scissor jump technique * To understand what a stimulus is and how we can use one to create a dance. * To tell a story through their own choreography. * To create their own character in keeping with the theme/stimulus. * To use different dynamics and facial expressions to reflect different characters. * To learn a section of set choreography, from the teacher. * To create sections of their own choreography, manipulate and develop them. * To understand and include rhythmic response within their own choreography (rise and fall in the music) * To be able to know the definition of a motif and show this within a piece of choreography. * To understand what texture is in dance and demonstrate examples of this. * To use different choreographic devices (textures, levels, formations...etc) to develop a phrase of choreography. * Link different sections of choreography together using movement memory. * Rehearse, perform and improve my own/groups choreography * To self/peer assess their performances and act on this feedback to improve their performance. * To perform the whole routine together with confidence, showing characterisation and established performance qualities. | rapid, acceleration, body lean, drive, reaction, pull throw, transfer, body weight, rotation, staggered, extension, trajectory, heave throw, sustain, pacing, baton, relay, scissor jump, decathlon, heptathlon, consistency, long jump, hang time | Use running, jumping and throwing in isolation and in combination. Play competitive games, modified where appropriate. Communicate, collaborate and compete with each other. Develop flexibility, strength, technique, control and balance. Develop an understanding of how to improve in different sports. Learn how to evaluate and recognise success. Compare performances with previous ones and demonstrate improvement |
| **Year 6**  **Indoor**  **&**  **Outdoor** | * To sprint over and between obstacles using consistent stride lengths * To develop coordination and rhythm when sprinting over hurdles * To demonstrate a dynamic sling throw * To perform a triple jump combination with balance and control * To develop the dynamic heave throw (hammer throw) technique * Sustain running at a consistent pace over a medium distance * Develop the one-handed pull throw technique in a competition * To pass a relay baton at speed developing the push pass * Apply running, jumping and throwing techniques in competition * Record and measure performance of self and others * Describe the basic techniques which make for good performance * To understand that anything can be a stimulus (e.g. a prop, film, book...etc) and can be used to create a dance. * To tell a story through their own choreography, and attempt to create humorous moments. * To understand and demonstrate that dance can create music/rhythm, not just accompany or be performed to it. * To create sections of their own choreography, manipulate and develop these when working in different sized groups (e.g. solos, duets, small/large groups). * To understand how to make pedestrian movements (everyday movements) into dance moves by merging these with a core dance move (turns, jumps, gestures, travelling...etc) * To understand how to use props effectively in dance. * To incorporate the use of props to accentuate the pedestrian movement. * To demonstrate a clear understanding of rhythmic response, choreographing a call and response section with a group. * To work with a group performing action/reaction movements using facial expressions and characterisation to help tell a story. * To include all the types of key movements previously learnt (including isolated movements) to help choreograph their own motifs. * To incorporate choreographic devices (cannon, unison...etc) to develop their own choreography. * To learn and perform a set motif with confidence, being able to rehearse, perform and edit the dance. * To self/peer assess their performances against a given criteria and act on this feedback to improve their performance. | obstacles, hurdles, timing, consistency, stride length, triple jump, dynamic sling throw, combination, rotation, hammer throw, run up, compete, safety, javelin, flight, push pass, communication, measure, performance, resilience | Use running, jumping and throwing in isolation and in combination. Play competitive games, modified where appropriate. Communicate, collaborate and compete with each other. Develop flexibility, strength, technique, control and balance. Develop an understanding of how to improve in different sports. Learn how to evaluate and recognise success. Compare performances with previous ones and demonstrate improvement |
| **Summer 2** | **Reception**  **Indoor**  **&**  **Outdoor** | * To rotate and twist the body to create shapes and movement (Functional) * To develop kicking a ball in various directions using both feet (Manipulative) * To develop leaping, hopping, sliding and combining these movements (Functional) * To develop a swing of a racket or bat to strike a ball (manipulative) * To move a variety of objects in multiple directions (up, down, forwards, backwards, right and left) (Concepts) * To use a variety of techniques when moving both body and objects (Concepts) * To understand how to mount and dismount the Gymnastics apparatus safely. * To know the different types of Gymnastics movements (rolls, jumps, balances and travelling) and transfer some of these onto apparatus. * To demonstrate a good take off and landing actions when jumping (e.g. swinging arms for momentum, stretching them out to balance, bending knees to create power and land safely…etc). * To develop a pulling and pushing action using a variety of body parts. * To begin to show strength in my upper and lower body. * To demonstrate a variety of crawling movements, including showing a cross-lateral actions (leading with opposite hand and foot). * To demonstrate the correct grip for climbing and hanging on apparatus. * To attempt a cross-lateral climbing action. * To explore moving over, under and along different pieces of apparatus. * To change direction and show different levels on a range of apparatus. * To use my movement memory to create short Gymnastics sequences. | Twist, Rotate, Waist, Kick, Foot, Target, Hop, Leap, Slide, Racket, Strike, Drop, Directions, Bounce, Skip, Circuit, Stations, Take Turns, Jumps, Travelling, Rolls, Balances, Sequences, Link, Momentum, Bent knees, Swing arms, Strong body position, Pointed toes, Apparatus, Bench, Mat, Over, Along, Up, Directions, Control, Push, Pull, Levels, Table, Incline, Decline, Through, Crawl, Slide, Opposite, Low, Climb, Hang, Strength, Grip, Thumb, Around |  |
| **Year 1**  **Indoor**  **&**  **Outdoor** | * To explore different ways of moving * To jump over an object with two feet * To jump for distance with two feet * To throw an object at a target * To explore different ways of jumping over obstacles * To throw an object as far as possible * To choose the best way to throw different objects * To run over obstacles with control * To throw a ball using a push throw * Demonstrate how to hold the hand apparatus (scarf) with the correct grip. * Demonstrate making larger movements and a variety of shapes with the hand apparatus. * Use movement memory to perform a sequence of movements with the chosen hand apparatus. * Perform a range of Gymnastics movements (rolls, balances, travelling steps & jumps) whilst holding or moving the hand apparatus. * Show basic coordination and control. * Be able to perform certain movements (rolls) working with a partner and the hand apparatus. * Create mini-sequences with a partner incorporating their Gymnastics skills and hand apparatus. * Learn a set routine, rehearse it and perform it. | athletics, movement, jump, knees, hips, ankles, obstacle, angles, height, distance, push-throw, sprint, relay, extend, elbows, stations, rules, safety, fair play, grip, big movements, shapes, wrist, travelling, balance, coordination, positions, body tension, jumps, swim, rolls, scarves, partner, improve, rehearse, perform, create, sequence. | Apply running, jumping, throwing in a range of competitive activities |
| **Year 2**  **Indoor**  **&**  **Outdoor** | * To develop running with a good posture * To jump quickly from side to side showing coordination and balance * To select the best way to jump over different distances * To develop throwing for distance with a pull throw * To throw a ball using a bounce-push throw * To combine hops and jumps together in a sequence * To run on a curve with coordination and control * To throw a foam javelin using a pull throw * To accelerate quickly whilst taking part in a sprint relay race * To demonstrate the ability to jump for distance from one foot to two feet * Demonstrate how to hold the hand apparatus (quoits and beanbags) with a variety of grips. * Show coordination and control when throwing, catching and rolling the hand apparatus. * Demonstrate body tension and control when performing balances and rolls whilst handling/balancing the hand apparatus. * Perform a range of Gymnastics movements (rolls, balances, travelling steps & jumps) whilst holding or moving the hand apparatus. * Use movement memory to perform a sequence of movements with the chosen hand apparatus. * Learn a set routine, rehearse it and perform it, and be able to work with a small group to add on a section. * Create mini-sequences with a small group incorporating their Gymnastics skills and hand apparatus. | posture, running, bounce, coordination, extend, distance, angles, pull-throw, bounce-push, combine, sequence, track, lean, javelin, accelerate, relay, take-off, flat footed, stations, rules, safety, Scarf, beanbag, hoop, grip, shape, travelling, balance, throw, catch, control, coordination, rolling, jumps, create, sequence. | Engage in competitive and co-operative physical activities in a range of increasingly challenging situations |
| **Year 3** | * To catch a ball using the cup technique * To bowl a ball underarm with accuracy * To explore striking a moving ball in an intended direction * To field a ball that is moving towards me and return the ball to a post fielder * To retrieve a ball that has gone past me and return the ball to a post fielder * To use striking and fielding skills in competitive games * Demonstrate how to hold the hand apparatus (ribbon) with the correct grip. * Understand that the movement of the hand apparatus stems from the wrist movement and demonstrate this. * Perform a range of Gymnastics movements (rolls, balances, travelling steps & jumps) whilst holding or moving the hand apparatus. * Demonstrate jumps and leaps with a range of preparations/ entries performed while using the hand apparatus. * Experiment with different ways of using/holding the ribbon while turning and rolling. * Show good control and coordination whilst using the hand apparatus, and be able to incorporate using it while performing Gymnastics movements. * Use movement memory to perform a set sequence of movements with the chosen hand apparatus, rehearse it and perform it. * In a group, create their own sequence incorporating their Floor Gymnastics skills while using their ribbons, and perform this to an audience. * Watch a sequence and give feedback on a specific criterion on how it could be improved. | ready position, cup technique, anticipate, bowling, grip, release, transfer, striking, fielding, coordination, stance, intentional, fielding, short pick up, short barrier, retrieve, pick up, runs, competition, grip, big movements, shapes, wrist, balance, travelling, coordination, jump, leap, preparation, roll, turn, interact, similar, different, rehearse, perform, create, sequence, feedback. | Use running, throwing, catching and striking in isolation and in combination. Play competitive games, modified where appropriate. Communicate, collaborate and compete with each other. Develop flexibility, strength, technique, control and balance. Develop an understanding of how to improve in different sports. Learn how to evaluate and recognise success |
| **Year 4** | * To develop throwing and catching skills required for striking and fielding games * To develop an accurate bowling technique for rounders * To develop the basic batting technique used in rounders * To develop a range of stopping techniques used in rounders * To retrieve and accurately throw a ball overarm to reach a designated target & to back up a post fielder * To apply striking and fielding skills in a modified game of rounders * Demonstrate how to hold the hand apparatus (hoop) correctly and safely. * Show control when rotating, rolling, dropping, or catching the hand apparatus. * Perform a range of travelling steps while holding or moving the hoop in a variety of ways. * Experiment with balances incorporating the hoop whilst using different body parts. * Work with a partner using the hand apparatus to create mini-sequences that show interactions (e.g. exchanging hand apparatus, being connected with their partner and the apparatus at the same time…etc.). * Show good coordination when performing Gymnastics skills (rolls, balances, travelling steps & jumps) and movements with the hand apparatus at the same time (some static and some dynamic). * In a group, create their own sequence incorporating their Floor Gymnastics skills while using their hoops, rehearse it, improve it and perform it to an audience. * Receive feedback on a performance and act on this feedback to improve the sequence. * Watch a sequence and give feedback on a specific criterion on how it could be improved. | hand to eye coordination, accuracy, anticipate, consistency, height, distance, grip, stance, timing, fielding, long barrier, two handed pick-ups, backing up, designated, competitive, scoring,  hoop, grip, spin, roll, travelling, balance, coordination, interact, timing, point of contact, jumps, height, coordination, evaluate, improve, rehearse, perform | Use running, throwing, catching and striking in isolation and in combination. Play competitive games, modified where appropriate. Communicate, collaborate and compete with each other. Develop flexibility, strength, technique, control and balance. Develop an understanding of how to improve in different sports. Learn how to evaluate and recognise success |
| **Year 5** | * To develop a variety of throwing and catching techniques required for fielding in rounders * To develop batting techniques and basic tactics for batting in rounders * To understand the roles and responsibilities of the backstop and base fielders in rounders. * To understand the roles and responsibilities of the deep fielders in rounders. * To develop game understanding and apply fielding tactics to outsmart the opposing team * To develop an understanding of the role of the umpire in rounders * Demonstrate coordination, control and accuracy when holding and moving the hand apparatus (ribbon) with either hand. * Demonstrate an understanding of the different wrist and arm techniques required to make movements/shapes of contrasting sizes. * Use the hand apparatus to create advanced shapes or to demonstrate advanced skills (e.g. throwing and catching the hand apparatus) performed in a variety of ways (in contrasting directions, at different levels, performed in different positions, interacting with a partner…etc). * Demonstrate a clear understanding of rhythm and the ability to perform skills and sequences in time to the music. * Show an understanding of which hand apparatus/ribbon skills can be performed at the same time as Gymnastics movements (rolls, turns, balances, travelling steps, leaps & jumps), which movements link well together and perform a variety of these showing coordination. * Learn set combinations and sequences, make changes to these and create their own section to add on. * In pairs and larger groups, create their own sequence incorporating their Floor Gymnastics skills while using their ribbons, rehearse it, make improvements and perform this to an audience. * Create sequences where the movements flow into one other smoothly, and suit the character/style of the music. * Demonstrate an understanding of how to create aesthetically pleasing and interesting sequences, including devices such as directions, formations, mirroring, unison and canon, * Watch a performance, identify where the group has met the criterion and give clear feedback on how it could realistically be improved. * Receive feedback on a performance, act on this feedback to improve the sequence, and then clearly demonstrate the improvements. | positioning, efficiency, accuracy, intended direction, stance, footwork, backstop, responsibilities, decisions, deep fielder, long barrier, orthodox, unorthodox, tactics, awareness, game understanding, observation, communication, grip, big movements, shapes, wrist, travelling, coordination, smooth transition, roll, jump, leap, turn, control, balances, canon, mirroring, direction, evaluate, improve, rehearse, perform | Use running, throwing, catching and striking in isolation and in combination. Play competitive games, modified where appropriate. Communicate, collaborate and compete with each other. Develop flexibility, strength, technique, control and balance. Develop an understanding of how to improve in different sports. Learn how to evaluate and recognise success. Compare performances with previous ones and demonstrate improvement |
| **Year 6** | * To develop fast reactions required for catching balls thrown at different heights, speeds and angles * To strike a bowled ball with power in to space in the deep field * To develop game understanding of fielding and team play in a variety of fielding positions * To develop throwing from deep in the field with power and accuracy over a long distance * To further develop an understanding of the role of the umpire in rounders and to assess the performance of an umpire * To play cooperatively with teammates; applying a range of tactics and strategies when batting, bowling and fielding * Demonstrate how to hold the hand apparatus (ball) accurately, and show coordination, control and accuracy when moving and manipulating it with both/either hand/s. * Demonstrate skills with confidence that are specific to the hand apparatus (e.g. keeping the ball in contact with different parts of their body). * Show good coordination when performing Gymnastics skills (rolls, balances, travelling steps, turns, leaps & jumps) and movements with the hand apparatus at the same time (mainly dynamic). * Experiment with holding and controlling the apparatus with different parts of your body (e.g. holding the ball between your ankles/knees/feet/against your stomach…etc). * Perform advanced movements (such as throwing and catching the apparatus) while interacting with a partner, and link these to other Gymnastics skills to create short combinations. * Demonstrate a clear understanding of rhythm and the ability to perform skills and sequences in time to the music. * Learn set combinations and sequences using hand apparatus (ball), and make improvements to these before performing them. * In pairs and small groups, create their own sequence incorporating their Floor Gymnastics skills while using their balls, rehearse it, make improvements and perform this to an audience. * Be able to identify how to make a sequence flow more smoothly. * Demonstrate an understanding of how to create aesthetically pleasing and interesting sequences, including a range of devices and by matching the dynamics of the sequence with the dynamics of the music. * Receive feedback on a performance, act on this feedback to improve the sequence, and then clearly demonstrate the improvements. * Watch a performance, identify where the group has met the criterion and give clear feedback on how it could realistically be improved. | reaction speed, hand to eye coordination, awareness, batting tactics, effectiveness, attack the ball, efficient, decision making, technique, pressure, observation, strategy, tactics, impartial, feedback, ball, grip, contact, control, tension, roll, jump, throw, catch, travel, link, levels, flow, evaluate, improve, rehearse, perform, create, sequence, feedback, coordinate | Use running, throwing, catching and striking in isolation and in combination. Play competitive games, modified where appropriate. Communicate, collaborate and compete with each other. Develop flexibility, strength, technique, control and balance. Develop an understanding of how to improve in different sports. Learn how to evaluate and recognise success. Compare performances with previous ones and demonstrate improvement |