



Athletics

Year group and term	Declarative Knowledge	Procedural Knowledge
Year 1 - Term 6	• Recognise successful and unsuccessful techniques. • Show understanding of the correct running technique.	• Show good teamwork and sportsmanship when taking part in competitive throwing. • Develop the overarm throw technique, throwing accurately towards a target. • Practice the underarm throw technique, aiming towards a target showing increased control. • Show a basic level of control, coordination and consistency when running. • Explore and practice a variety of movements including running, jumping, and throwing techniques. • Experiment with different jumping techniques, showing control, coordination, and consistency throughout.
Year 2 - Term 6	• Understand the variety of correct running techniques. • Develop the distance running technique, understanding the difference between sprinting, and running over longer distances. • Begin to evaluate and improve own performance.	• Explore and practice a variety of athletic movements and apply athletic skills and techniques to a variety of activities. • Develop coordination and balance whilst exploring different running, jumping, and throwing techniques. • Begin to show control, coordination, and consistency when running at speed. • Develop a range of jumping techniques. • Develop the underarm and pull throw technique.
Year 3 - Term 6	• Recognise what they do well and what they find difficult, identifying what they need to practice to improve	• Apply and develop a broad range of athletic skills in different ways. • Show control, coordination and consistency when running, throwing, and jumping.



	their performance. • Understand the pace judgement when running over an increased distance. • Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise.	• Choose the appropriate running speed to meet the demand of the task. • Enjoy competing with others.
Year 4 - Term 6	• Understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task. • Learn how to evaluate and recognise their own success. • Devise suitable warm-up activities for the upcoming activities. • Describe how their bodies feel when exercising and further understand the link between heart rate and breathing during exercise.	• Combine basic jump actions to form a jump combination, using a controlled jumping technique. • Perform a throwing technique with control, coordination, and consistency. • Perform competitively with others.
Year 5 - Term 6	• Choose the appropriate speed to run at for the distance to be covered. • Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles. • Understand how physical activity can contribute to a healthy lifestyle and the importance of being physically fit. • Explain how their body reacts and feels when taking part in different activities and undertaking different roles and understanding how this effects the muscles	• Run, jump, catch, and throw in isolation and combination. Combine and perform skills with control. • Communicate, collaborate, and compete with others. Working effectively as part of a team. • Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment.



Year 6 - Term 6	• Understand appropriate pace judgement for the running distance to be covered. • Understand the appropriate throwing and jumping technique to achieve maximum distance and height. • Share and discuss athletic techniques with others. • Compare their performance with previous ones and demonstrate improvement to achieve their personal best.	• Select and apply skills that meet the needs of the situation, combining and performing each skill with control at speed. • Work effectively as part of a team. • Successfully run, jump, and throw in isolation and in combination - applying appropriate techniques to achieve personal bests.
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Dance

Year group and term	Declarative Knowledge	Procedural Knowledge
Year 1 – Term 1	• Describe what it feels like to breathe quickly during exercise. • Describe what they have done or seen others doing. • Understand why being active and playing games is good for you	• Respond imaginatively to a range of stimuli. • Move confidently and safely in your own and general space, using changes of speed, level and direction. • Perform movement phrases using a range of different body actions and body parts - with control and accuracy. • Create linked movements, combining different ways of travelling, with beginnings, middles and ends.
Year 2 – Term 3	• Describe phrases and expressive qualities. • Begin to understand the importance of warming up. • Watch and describe a performance accurately and recognise what is successful.	• Perform a range of actions and simple movement patterns with control and coordination. • Compose short dances that express and communicate mood, ideas, and feelings, varying simple compositional ideas. • Explore, remember, and repeat short dance phrases, showing greater control and spatial awareness. • Work individually and with others.
Year 3 – Term 5	• Describe and evaluate the effectiveness and quality of a dance. • Collaborate with others.	• Explore and create narratives in response to a stimulus. • Show control, accuracy and fluency of movement when performing actions with a partner. • Develop dance phrases using canon, unison, repetition, action/reaction, and question/answer. • Communicate what you want through your dances and perform with control. • Combine actions and maintain the quality of performance when performing at the same time as a partner



Year 4 - Term 1	• Be able to describe your own dance, taking characters into account as well as Identifying what they need to practice to improve their dance. • Understand the link between heart rate and breathing when exercising.	• Explore and create characters and narratives in response to a range of stimuli. • Perform dances using a range of movement patterns - accurately, fluently, consistently and with control. • Use different compositional ideas to create motifs incorporating unison, canon, action, and reaction. • Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group. • Work well as part of a team.
Year 5 - Term 2	• Identify which aspects were performed consistently, accurately, fluently, and clearly and be able to provide feedback. • Work effectively as part of a team. • Explain how their bodies reacts and feels when taking part in different activities and undertaking different roles.	• Continue to develop a broader range of skills and movement patterns, exploring and practicing movement ideas inspired by a stimulus. • Use basic compositional principles when creating dances - combining movements fluently and effectively. • Perform a range of movements accurately with a sense of rhythm. • Create and structure dance motifs, phrases, and sections of dances, developing expressive qualities
Year 6 - Term 4	• Share ideas in small groups, working together to create a routine incorporating different elements. • Use imagination to develop dances to music and develop expressive qualities.	• Move in a way that reflects the music. • Perform dances in both canon and unison, with clarity and confidence. • Explore and practice movement ideas inspired by a stimulus. • Explore, improvise, and combine movement ideas fluently and effectively. • Perform movements to an audience with rhythm and confidence





Gymnastics

Year group and term	Declarative Knowledge	Procedural Knowledge
Year 1 - Term 2	• Describe what you have done or seen others do.	• Perform basic gymnastic actions, including travelling, rolling, jumping, and staying still. • Develop fundamental movement skills, becoming increasingly confident and competent, moving safely using changes of speed, level, and direction. • Combine different ways of travelling exploring a range of movements and shapes. • Create linked movement phrases with beginning, middle and ends. • Perform movement phrases using a range of different body actions and body parts. • Develop agility, balance, and coordination.
Year 2 - Term 4	• Watch and describe a performance accurately. • Understand and describe changes to your heartrate when playing a game.	• Perform a range of actions with control and confidence. • Explore, remember, and repeat a range of gymnastic actions with control, precision, and coordination. • Form simple sequences of different actions, using the floor and a variety of apparatus. • Develop fundamental movement skills, combining travelling, balancing and stiffness using both floor and apparatus; and moving smoothly from one position of stiffness to another. • Continue to develop agility, balance, and coordination.
Year 4 - Term 3	• Recognise and explain a good performance.	• Find different ways of using a shape, balance, or travel, and link them to make actions and sequences of



		movement. • Show control, accuracy and fluency of movement when performing actions on your own and with a partner. • Devise and perform a gymnastic sequence, showing a clear beginning, middle and end. • Create, perform, and repeat a combination of actions that include changes of dynamic e.g. changes of level, speed and direction, and clarity of shape. • Collaborate with others
Year 6 - Term 3	• Work effectively as part of a team, recognising success, and give constructive feedback. • Create short warm up routines that follow important principles.	• Explore, improvise, and combine movement ideas fluently and effectively. Use skills in different ways, performing confidently, with clarity and a sense of rhythm. • Combine and perform gymnastic actions, shapes, and balances more fluently and effectively. • Use combinations of dynamics using the space effectively. • Develop your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles; varying direction, level, and pathways to improve the look of a sequence



Invasion games - Basketball, Football, Handball, Hockey, Netball and Tag Rugby

Year group and term	Declarative Knowledge	Procedural Knowledge
<u>Year 1</u> Term 1 - Basketball Term 3 - Football and Handball Term 4 - Netball	• Understand the concept of moving to get in line with the ball to receive it. • Describe why being active and playing games is good for you. • Describe what it feels like to breath quickly during exercise. • Have simple plans that you know you can make work, e.g. where to stand to make it difficult for an opponent. • Identify what skills you need to practice. • Can describe what you have done or seen others do. • Recognise space in games and use it to your advantage. • Understand why being active and playing games is good for you. • Understand how to play in a safe way. • Describe why running and playing games is good for you. • Watch, copy and describe others play. • Understand who the attackers and who the defenders are. • Decide when to pass and when to run.	• Explore different ways to use, move and send the ball. • Develop skills such as sending an object to a target, catching, receiving, rolling, pushing, throwing and basic ball control. • Demonstrate a basic underarm throwing action with control and accuracy. • Show control of a ball with basic actions. • Send/ pass a ball and successfully catch/stop a ball. • Develop fundamental movement skills, becoming increasingly confident and competent. • Use skills in different ways when playing games. • Recognise space in games and use it to your advantage. • Move fluently, changing direction and speed easily and avoiding collisions. • Show control of the ball with basic actions - including sending a ball/equipment to a target. • Can shoot successfully at a goal or target. • Play in a safe way. • Move to defend a goal. • Throw and catch a ball to themselves and others. • Improve movement skills whilst moving with the ball in two hands. (tag rugby) • Play simple games understanding the rules of the game. • Learn how to tag. (tag rugby)



<u>Year 2</u> Term 2 - Basketball Term 3 - Football Term 5 - Tag Rugby and Handball	• React to situations to make it difficult for opponents - using simple tactics. • Understand and describe changes to your heart rate when playing a game. • Recognise what is successful. • Use actions and ideas you have seen to improve your own skills. • Understand and describe changes to your heart rate when playing a game. • Choose and use simple tactics to suit different situations and apply these in small sided games. • Begin to understand some rules of the game. • Begin to understand the importance of preparing safely and carefully for exercise - warming up. • Understand and follow the rules of the game. • Watch and describe a performance accurately. • Copy actions and ideas and use the information to improve their skills. • Begin to understand and develop correct technique of passing the ball. • Develop understanding of invasion games and participate in small games. • Use simple tactics in game situations.	• Throw and catch the ball with increasing control, and throw the ball in different ways e.g. fast, slow, high, low (mastering basic throwing technique). • Show good awareness of others when playing games. • Participate in team games. • Pass a ball with control. • Show control when moving, changing speed and direction, both with and without a ball. • Develop fundamental movement skills, becoming increasingly confident and competent. • Perform a variety of skills keeping the ball under control. • Perform a range of actions with control of the ball, including throwing, catching, gathering, keeping possession, and throwing in different ways (fast, slow, high, low). • Know and show how to defend between ball and target. • Decide when and where to run, showing good awareness of surroundings. • Pass a ball with control and increasing accuracy and consistency. • Move fluently, changing direction and speed - with and without a ball. • Choose and use simple tactics to suit different situations in small sided games. • React to situations in ways that make it difficult for opponents. • Develop control and accuracy when throwing and catching a ball. • Successfully beat a defender. • Begin tagging players in game situations. (tag rugby)
<u>Year 3</u> Term 1 - Netball	• Employ simple tactics in game situations. • Recognise and explain good performances.	• Move with a ball keeping it under close control. • Keep possession of a ball as part of a team. • Receive a ball successfully.



Term 2 – Hockey and Football	• Understand the link between heart rate and breathing when exercising. • Recognise good performance and be able to identify what you need to practice to improve your own performance. • Recognise players who play well in games and give reasons why. • Identify what you do best and what you find difficult. • Recognise and describe what happens to your breathing and heart rate when playing games and begin to understand why you get hotter when playing games. • Learn how to recognise your own success. • Describe how your body feels when exercising. • Describe what happens to your heart rate and breathing when playing games and begin to understand why you get hotter. • Identify what you do best and what you find most difficult and recognise this in others performance. • Improve decision making skills and choose the right skills that meet the needs of the situation. • Play simple invasion games with an understanding of the basic rules. • To follow the rules of the game.	• Take up spaces/positions that make it difficult for opponents. • Perform basic skills needed for games with control and accuracy. • Pass/send a ball with increasing accuracy and at different speeds. • Shoot/ score with some success. • Use a range of skills to keep possession of the ball. • Keep the ball under control, passing and receiving with increasing accuracy. • Choose space/ positions where you can receive a pass or to support a teammate. • Develop control and technique both in movements and manipulation. • Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending). • Pass and receive the ball with control. • Select passes that keep possession. • Move to support teammates once you have passed the ball and explain how to keep possession. • Know how to tag another player. (tag rugby) • Develop attacking and defending skills within tag rugby. • To be able to pass the ball backwards to a teammate. (tag rugby)
<u>Year 4</u> Term 2 – Football and Hockey	• Explain and apply basic attacking and defending principles. • Identify what you need to practice to improve your performance. • Employ and explain simple tactics in game situations. • Learn to recognise your own success.	• Pass in different ways e.g. high, low, fast, slow. • Find and use space in game situations and work well as part of a team. • Explain simple tactics in game situations. • Move the ball keeping it under control whilst changing direction.



Term 4 - Tag Rugby	• Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. • Know, keep, and follow the rules of the game. • Develop the understanding of the importance of speed and stamina when playing invasion games. • Explain simple tactics in game situations. • Recognise what you do well and what you find difficult. • Devise suitable warm up activities for the upcoming activity. • Identify and describe the skills needed to improve your game.	• Apply basic attacking and defending principles such as finding and using space in game situations. • Pass, shoot and receive a ball with increasing accuracy, control and success. • Challenge a player in possession of the ball. • Pass the ball using different techniques. • Develop set moves that can be used in attacking play. • Show growing control and consistency during games. • Choose and adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score. • Collaborate with others and use tactics to keep possession. • Get into good positions to pass, receive, and shoot the ball. • Pass the ball using different techniques. • Shoot and score with increasing accuracy. • Use a range of tactics, including finding and using space, to keep possession of the ball to shoot/score. • Move in different directions learning to move away from your opponent and keep control of the ball when running. • Learn how to pass, catching successfully and improving skills whilst on the move. • Move forward to attack as part of a team - running in a line. (tag rugby) • To work as part of a team when defending, keeping in a line, and spreading out. (tag rugby) • Successfully score. • Develop physical characteristics needed for the game, e.g. speed, fitness, agility.
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<u>Year 5</u> Term 1 - Football and Hockey Term 3 - Basketball Term 5 - Netball	• Explain how your body reacts and feels when taking part in different activities and undertaking different roles. • Explain why a performance is good. • Understand how physical activity can contribute to a healthy lifestyle. • Learn how to evaluate and recognise success. • Choose different formations to suit the needs of the game. • Find ways to get the ball towards your opponent's goal, knowing when to pass, when to dribble or travel with the ball. • Watch and evaluate the success of a game, whilst recognising parts of a performance that could be improved and identifying practices that will help. • Suggest ideas for warming up and explain your choices. • Understand how the muscles work - work by getting shorter, relax by getting longer. • Understand the importance of being physically fit. • Know the difference between attacking and defending skills. • Know how to mark and defend your goal. • Identify strengths and weaknesses of your own and other performances and explain your reasoning. • Begin to understand the importance of lines in tag rugby - both for attack and defence. (tag rugby) • Understand the defensive duties in tag rugby and the process of tagging	• Perform skills (e.g. passing) with accuracy, confidence and control, and increasing speed. • Work effectively as part of a team and keep possession of the ball when faced with opponents. • Apply basic principle for attacking - Using skills to keep possession of the ball. • Begin to apply defending principles in games; Communicating well as a team to regain possession of the ball. • Apply basic principles for defending - Defend by marking, covering, and tracking opponents as appropriate. • Participate in competitive games, modified where appropriate. • Develop technique of important skills - such as passing. • Keep possession of the ball when faced with opponents. • Apply basic principle for attacking - Use a variety of tactics to keep possession of the ball. • Change speed and direction to get away from a defender. • Use a variety of tactics, like use of space and positions to keep the ball. • Use simple tactics in games to achieve success as a team. • Apply basic principle for attacking - choosing when to pass or dribble to keep possession of a ball. • Use a variety of skills to keep the ball, thinking about moving towards goal, different positions and the use of space. • Increase accuracy and confidence of passing and shooting skills. • Increase accuracy and control when passing and catching whilst moving at speed. • Participate in competitive games, following the rules and playing fair.
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<u>Year 6</u> Term 1 - Football and Hockey Term 2 - Tag Rugby Term 3 - Netball	• Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles. • Learn how to evaluate your own success, as well as recognise part of a performance that could be improved and why. • Understand how to improve in different physical activities and sport. • Understand there are different ways to defend. • Understand there are different ways to attack as a team. • Know how invasion sports helps your fitness and health. • Give feedback to individual, teams and your own performance, describing the best points, suggesting how to improve, and commenting on techniques and tactics. • Know what makes a good warm down e.g. it calms the body, prevents stiffness, settles the mind. • Identify and evaluate parts of your own game and others, providing feedback. • Understand how physical activity can contribute to a healthy lifestyle. • Understand how muscles work. • Adapt games and activities making sure everyone has a role to play.	• Apply basic principles for attacking and defending, choosing different formations to suit the need of the game. • Develop control whilst performing skills at speed. • Show good awareness of others in game situations and work effectively as a team, adapting games if needed so everyone has a role to play. • Use the defending principles in game situations, including marking, tracking and covering, to gain possession. • Combine and perform skills with control, adapting them to meet the needs of the situation. • Choose and apply a range of tactics and strategies when both attacking and defending. • Use different skills to keep possession of a ball as part of a team. • Change speed and direction to get away from a defender. • Choose different formations to suit the needs of the game and choose skills that meet the need of the situation. • Work effectively as a team. • Use a variety of tactics to keep possession of the ball, applying the principles of attacking. • Use the defending principles in game situations, including marking, tracking, and covering, to gain possession. • Incorporate the rules of the game into small sided games such as passing backwards in tag rugby. • To pass and catch the ball whilst running at different speeds. • Keep control of the ball when running and passing, ensuring passing is accurate.



	• Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles. • Understand how to improve in different physical activities and sport. • To understand the rules of the game and participate in full games. • Understand the importance of keeping in a line in both attacking and defending plays. (tag rugby)	• Carefully consider the best way to score and win the game, remembering to find and use space when running. • Successfully remove tags in accordance with the rules. (tag rugby)
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Net and Wall Games - Badminton, Tennis and Volleyball



Year group and term	Declarative Knowledge	Procedural Knowledge
<u>Year 1</u> Term 5- - Tennis	• Can watch and copy what they see and describe why they have copied that technique. • Understand why being active is good for you. • Understand how to play in a safe way and why being active and playing games is good for you. • Describe what they have done or seen others doing. • Change the way they use skills in response to their opponent's actions. • Understand, follow, and apply skills and tactics in simple games.	• Use different skills and movements, including aiming into space to try win games. • Can hit the shuttle varying height, speed and direction into space. (badminton) • Can control and balance the shuttle with some control, with and without a racket. (badminton) • Watch, track and catch a shuttle successfully, as well as throw it with control to a partner. (badminton) • Move fluently, changing direction and speed. • Engage in cooperative physical activities. • Explore different ways to use and move with the ball - showing control with simple actions and basic control when striking an object. • Catch/stop and send/pass a ball - developing technique of throwing and receiving. • Understand the concept of moving to get in line with a ball/shuttle to receive it. • Show control of a ball with basic actions and explore different ways to use and move with a ball. • Send a ball in different ways e.g. throwing, pushing, rolling. • Successfully receive (catch/stop) a ball.
<u>Year 2</u> Term 1 - Volleyball	• Understand what a rally is and how to continue one in pairs. • Identify good technique and justify why it is good.	• Move fluently, changing direction and speed with increasing confidence. • Watch, track and catch a shuttle successfully, and throw a shuttle relating to an overhead clear. (badminton)



	• Describe how to hold and grip the racket on forehand shots. • Understand and follow the rules of the game. • Watch and describe a performance accurately. • Use actions and ideas you have seen to improve your own skills. • Begin to understand the important of preparing safely and carefully for exercise: warming up. • Develop simple tactics for attacking. • Gain an understanding that hitting the ball into space helps them score points. • Begin to understand and describe changes to their heart rate when playing a game. • Recognise what is successful. • Use actions and ideas they have seen to improve their own skills.	• Improve control of the shuttle, with and without the racket, developing different movements and skills to play varied types of shot, including an accurate forehand serve. (badminton) • Can hit the shuttle, when in the air, varying height, speed and direction into space and to a partner. (badminton) • Engage in cooperative and competitive physical activities (both against self and against others). • Use and move with a racket with control. • Perform a range of actions including catching/ gathering skills and sending/passing with control and throw/ hit a ball in different ways e.g. high, low, fast, slow. • Choose and use skills and simple tactics to suit different situations - showing good awareness of others. • Perform a range of catching and gathering skills with control. • Master basic throwing technique. • Throw / Hit a ball in different ways e.g. high, low, fast, slow. • Understand and follow the rules of the game, showing good awareness of others when playing games
<u>Year 3</u> Term 3 - Tennis	• Can perform a forehand serve accurately to a partner, and familiarize themselves with the backhand serve, being able to describe correct grip and technique. (badminton) • Explain and demonstrate the chasse step and lunge in practice and games. (badminton) • Compete with others - Keeping and following the rules of the game.	• Participate in rallies with others. • Can hit the ball/shuttle, when in the air, varying height, speed and direction into space and to a partner. • Perform basic skills needed for the games with control and accuracy, including throwing and stopping the ball. • Perform a basic forehand action. • Throw/ Send a ball using a variety of techniques. • Take up space/ positions that make it difficult for opponents.



	• Identify what you do well and what you find difficult. • Further understand the link between heart rate and breathing when exercising. • Employ simple tactics in game situations and explain why they have used the tactics. • Learn how to evaluate and recognise their own success. • Identify what they need to practice to improve their performance. • Describe how their bodies feel when exercising and understand the link between heart rate and breathing when exercising.	• Keep a rally going. • Choose the appropriate throwing technique to meet the demands of the task. • Send a ball into space at different speeds and heights to make it difficult for the opponent. • Intercept and stop the ball consistently.
<u>Year 4</u> Term 3 - Volleyball Term 4 - Badminton	• Understand the different types of rallies, participating in both. • Recognise and explain good performances. • Learn how to recognise and evaluate your own success. • Describe how your body feels when exercising, further understanding the link between heart rate and breathing when exercising. • Devise suitable warm-up activities for the upcoming activities. • Identify what they need to practice to improve their performance. • Explain the tactics they have used in games.	• Continue to improve control of the shuttle, with and without the racket, developing different movements and skills to play varied types of shot including a forehand and a lift. (badminton) • Can hit the shuttle, when in the air, varying height, speed and direction into space to beat an opponent. (badminton) • Use different skills to try and win games. • Work together to keep a rally going, returning the ball/shuttle to a partner. • With increasing accuracy, perform a forehand and backhand serve, hitting the shuttle with confidence and control. (badminton) • Can move around the court with purpose. • Can demonstrate a fast-paced chasse movement in isolation and in games. (badminton)



		• Perform basic skills needed for the games with control and accuracy, including hitting a ball towards a target. • Perform a basic forehand action with control and accuracy. • Send/ hit a ball/shuttle into space, at different speeds and heights to make it difficult for your opponent. • Begin to apply basic movements in a range of activities and in combination. • Apply basic principles for attacking including finding and using space in game situations. • Keep a rally going using a range of shots. • Apply basic principles suitable for attacking and defending. • Choose the appropriate hitting and throwing technique to meet the demands of the task. • Adopt a good 'ready position' to move and catch a ball. • Intercept and stop the ball consistently.
<u>Year 5</u> Term 4 - Tennis	• Understand tactics in net games, such as aiming into space to beat an opponent. Use these tactics to try win games. • Identify spaces and understand the tactic of hitting into gaps. • Watch and evaluate the success of games. • Able to explain why a performance is good, and what part of a performance could be improved and why. • Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and	• Able to hit a shuttle with good stance and grip on both forehand and backhand side, varying shot selection; height, speed and depth. (badminton) • Improve consistency of shots, noticing longer rallies. • Use different racket skills and types of movement during a competitive or cooperative rally. • To participate in rallies with and without a racket. • Demonstrate skills learnt during the unit when competing against others, including serving, returning a serve, and shot accuracy when moving at a quick pace. • Can demonstrate fast paced movements, fluently changing direction and speed.



	muscles. • Understand how the muscles work e.g. work by getting shorter, relax by getting longer. • Develop an understanding of how to improve in different physical activities and sports. • Recognise part of a performance that could be improved and explain how. • Learn how to evaluate and recognise their own success.	• Hit the ball with purpose. • Play shots on the forehand and backhand side of your body. • Direct the ball towards the opponent's court or target area. • Participate in competitive games, modified where appropriate. • Use good footwork that allows the ball to be hit with good technique. • Adopt a good ready position and show good position on court. • Show good awareness of others in game situations. • Apply basic principles suitable for attacking and defending. Identify spaces and understand the tactic of hitting into gaps.
<u>Year 6</u> Term 2 - Volleyball Term 5 - Badminton	• Describe good technique of the forehand, backhand, and overhead clear. • Explain how your body reacts and feels when taking part in different activities and undertaking different roles. • Evaluate your own success and areas of improvement, as well as others. • Create short warm up routines that follow basic principles e.g. raise body temperature, mobilise joints and muscles. • Recognise part of a performance that could be improved and explain how. • Continue to evaluate and recognise their own success. • Understand the importance of being physically fit and how physical activity can contribute to a healthy lifestyle.	• Experiment with the racket using different skills. • Play shots at different heights, direction, and speed, and improve hitting the ball/shuttle whilst moving. • Use different skills and tactics learnt to try win games. • Improve consistency of shots, directing them to help win competitions. • Be continuous within a rally and regularly play consistent shots. • Use tactical serves to deceive opponent. • Demonstrate fast paced movements, including the chasse step and lunge whilst increasing shuttle accuracy. (badminton) • Hit the ball with purpose, varying speed, height, and direction. • Direct the ball towards the opponent's court or target area. Perform skills such as forehand and backhand shots with control and confidence. • Apply the principles of attacking. • Adopt a good ready position with purpose and show good position on court.



		• Participate in competitive games, modified, and adapted where appropriate. • Apply basic principles suitable for defending. • Apply basic principles suitable for attacking. • Identify spaces and understand the tactic of hitting into gaps.
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Year group and term	Declarative Knowledge	Procedural Knowledge
Year 5 - Term 5	• Understand relevant techniques to navigate to and from control points. • Identify what they have done well and adapt plans for future challenges .	• To orientate themselves and map correctly keeping track of their position with increasing accuracy. • Work within a team trusting and valuing each other. • Develop communication skills and use these skills to achieve success. • Make a map with symbols and legend and begin to understand scale. • Compete in orienteering events, problem solving with team members.
Year 6 - PGL	• Understand elements and scaling confidently. • Identify what they have done well and adapt plans for future challenges. • Plan strategies to complete tasks. Choose sensible skills and approaches for the challenge.	• Build confidence during team activities. • Takes part in orienteering events, such as picture orienteering and control orienteering, with success. • Use a map to confidently orientate yourself around - Use previous knowledge to navigate and design a route to the controls. • Develop map reading and map building skills. • Develop physical fitness and be able to describe its importance in orienteering.

OAA - Outdoor adventurous activities



Striking and fielding activities - Cricket and Rounders



Year group and term	Declarative Knowledge	Procedural Knowledge
Year 2 - Term 6 Rounders	• React to situations in ways that make it difficult for opponents. • Understand simple tactics like hitting the ball into space to help score more points. • Begin to understand the importance of preparing safely for exercise - warming up. • Recognise what is successful.	• Show good awareness of others when playing games. • Develop fundamental movement skills, becoming increasingly confident and competent. • Perform a range of actions with control including catching, gathering, and hitting a ball with increasing accuracy. • Throw/hit a ball in different ways e.g. high, low, fast, slow.
Year 3 - Term 4 Cricket	• Identify what you need to practice to improve your performance. • Understand the link between heart rate and breathing when exercising. • Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. • Employ simple tactics in games. • Devise suitable warm up activities for upcoming activities.	• Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy. • Throw a ball increasing distances. • Catch a ball with increasing consistency. • Hit a ball with correct technique. • Intercept and stop the ball consistently. • Employ simple tactics, particularly when fielding to make it harder for the batter. • Work well as part of a team, particularly when fielding to make it harder for the batter.
Year 4 - Term 5 Rounders	• Explain the tactics you have used in games. • Communicate, collaborate, and compete with others, following the rules of the game. • Choose fielding skills which make it difficult for your opponent.	• Show control, coordination and consistency when throwing and catching a ball. • Hit a ball with increasing control from a tee and progress to without a tee. • Take up spaces/positions that make it difficult for the opposition. • Hit a ball with increasing control, accurately towards a target.



	• Recognise what you do well and what you find difficult and explain good performances	• Communicate, collaborate, and compete with others, following the rules of the game. • Chose fielding skills which make it difficult for your opponent
Year 5 - Term 6 Cricket	• Watch and evaluate the success of games and good performance. • Understand how physical activity can contribute to a healthy lifestyle and explain how your body reacts and feels when taking part in physical activity. • Create short warm up routines that follow basic principles e.g. raising body temperature, mobilise joints and muscles. • Choose skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding). • Explain why a performance is good.	• Show good awareness of others in game situations. • Adapt games and activities making sure everyone has a role to play. • Develop control and technique whilst performing skills at speed. • Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs. • Work as part of a team, communicating well with others. • Begin to bowl at different speeds.
Year 6 - Term 6 Rounders	• Learn how to evaluate and recognise your own success and areas for improvement. • Develop an understanding of how to improve in different physical activities and sports. • Create short warm up routines that follow basic principles e.g. raise body temperature, mobilise joints and muscles	• Perform skills, including retrieve, intercept and stop a ball, with accuracy, confidence, and control. • Bowl using an overarm technique, beginning to vary speed and length of delivery. • Use skills and tactics to outwit opponents when fielding, bowling, and batting. • Work as part of a team that covers the areas to make it hard for the batter to score runs. • Use tactics that involve bowlers and fielders working together. • Perform skills with accuracy, confidence, and control. • Participate in competitive games, modified where appropriate. • Retrieve, intercept, and stop a ball when fielding.



Target Games - Dodgeball and Golf



Year group and term	Declarative Knowledge	Procedural Knowledge
Year 1 – Term 5 Golf	• Understand and describe changes to their heart rate when playing a game. • Talk about and develop movement skills needed in games. • Understand the importance of rules and follow instructions to complete a task.	• Show control of a ball with basic actions. • Develop and practise ball handling skills. • Move the ball in different ways, practising throwing using overarm and underarm techniques. • Roll a ball with some accuracy. • Recognise what is successful. • Develop fundamental movement skills, becoming increasingly confident. • Explore different ways of moving, with and without a ball, developing movement and coordination. • Show increasing control when pushing, patting, throwing, and catching a ball. • Send objects towards a target with increasing accuracy. • Begin to apply the basic putting technique into games. (golf) • Compete against others in modified golf games. (golf)
Year 3 – Term 4 Golf	• Understand how finding space can help in game situations. • Begin to understand why you get hotter when you exercise and play games. • Identify what you do best and what you find difficult. • Explain what success you have seen in games, and how individuals and teams achieved it.	• Improve consistency when catching a ball at different heights. • Show control when moving at speed. • Move the ball in different ways, with increasing accuracy and control. • Use a range of skills and tactics to win games. • Begin to develop the chipping technique, consistently lifting the ball from the floor. (golf) • Apply putting skills into game situations. (golf) • Show control and control to make accurate shots. • Demonstrate good teamwork skills.



	• Explore and understand how correct putting techniques can create a successful shot.	
Year 4 - Term 1 Dodgeball	• Describe how your body feels when you are warming up and playing games. • Evaluate your own performance and describe skills you need to improve your play. • Find and use space in game situations and explain the importance in this tactic. • Understand the importance of accuracy when chipping.	• Get in good positions to throw and receive the ball. • Send a ball with accuracy, control, and consistency, whilst moving at different speeds. • Practice and improve the underarm throw and side shot throw. (dodgeball) • Participate in games using skills learnt in previous lessons, including striking, dodging and ball handling skills. (dodgeball) • Demonstrate good teamwork and communication skills.
Year 5 - Term 3 Golf	• Understand the importance of quick reactions in dodgeball. • Develop an understanding of how to improve when playing games. • Understand how the muscles work. • Understand the technique to be able to chip at different heights.	• Apply both the putting and chipping techniques to competitive games. (golf) • Show control and control to make accurate shots. • Begin to develop the driving technique. (golf) • Increase accuracy and distance when practicing the driving technique and participate in driving games. (golf) • Participate in games fairly, following the rules. • Show good teamwork.
Year 6 - Term 4 Dodgeball	• Explain how physical activity can help contribute to a healthy lifestyle. • Evaluate a performance, Providing constructive feedback. • Become familiar with golf phrases and the concept of golf. • Compare and evaluate other performances	• Successfully catch a ball at different heights. • Demonstrate a variety of different throwing techniques with good accuracy, pace, and consistency. (dodgeball) • Take part in competitive games, playing fairly and working cooperatively as part of a team. • Use different ways to dodge the ball (jump, gallop, jockey.) (dodgeball) • Use appropriate tactics in games and discuss and apply strategies needed to win.



		• Determine how much speed and power is required when working to a target. • Compete with other in modified games.
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