



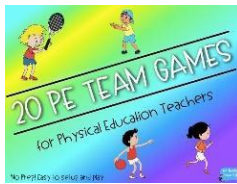



### Physical Education Progression Overview

Year Group	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>EYFS</b>	<b>Finding Space</b>  <ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</li> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Start taking part in some group activities which they make up for themselves, or in</li> </ul>	<b>Ball Control</b>  <ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Show a preference for a dominant hand.</li> <li>Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>Develop overall body-strength,</li> </ul>	<b>Large Apparatus</b>  <ul style="list-style-type: none"> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> </ul>	<b>Music and Movement</b>  <ul style="list-style-type: none"> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Use large-muscle movements to wave flags and streamers</li> <li>Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</li> <li>Revise and refine the fundamental movement skills they have</li> </ul>	<b>Team Games</b>  <ul style="list-style-type: none"> <li>Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>Show a preference for a dominant hand.               <ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired:                   <ul style="list-style-type: none"> <li>○ rolling - running</li> <li>○ crawling - hopping</li> <li>○ walking - skipping</li> <li>○ jumping - climbing</li> </ul> </li> </ul> </li> <li>Confidently and safely use a range</li> </ul>	<b>Sports Day Activities</b>  <ul style="list-style-type: none"> <li>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>Revise and refine the fundamental movement skills they have already acquired:               <ul style="list-style-type: none"> <li>○ rolling - running</li> <li>○ crawling - hopping</li> <li>○ walking- skipping</li> </ul> </li> </ul>

	<p>teams.</p> <ul style="list-style-type: none"> <li>● Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</li> <li>● Negotiate space and obstacles safely, with consideration for themselves and others. <ul style="list-style-type: none"> <li>● Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> </li> </ul>	<p>balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</p> <ul style="list-style-type: none"> <li>● Demonstrate strength, balance and coordination when playing.</li> <li>● Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</li> <li>● Use their core muscle strength to achieve a good posture</li> <li>● Combine different movements with ease and fluency. <ul style="list-style-type: none"> <li>● Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a</li> </ul> </li> </ul>	<p>already acquired:</p> <ul style="list-style-type: none"> <li>○ rolling - running</li> <li>○ crawling - hopping</li> <li>○ walking - skipping</li> <li>○ jumping - climbing</li> <li>● Progress towards a more fluent style of moving, with developing control and grace.</li> <li>● Combine different movements with ease and fluency.</li> <li>● Combine different movements with ease and fluency.</li> <li>● Demonstrate strength, balance and coordination</li> </ul>	<p>of large and small apparatus indoors and outdoors, alone and in a group.</p> <ul style="list-style-type: none"> <li>● Develop overall body strength, balance, coordination and agility.</li> <li>● Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>● Demonstrate strength, balance and coordination when playing.</li> <li>● Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<ul style="list-style-type: none"> <li>○ jumping - climbing</li> <li>● Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</li> <li>● Develop overall body strength, balance, coordination and agility.</li> <li>● Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>● Demonstrate strength, balance and</li> </ul>
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			group. <ul style="list-style-type: none"> <li>Develop overall body strength, balance, coordination and agility.</li> </ul>	when playing. <ul style="list-style-type: none"> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>		coordination when playing. <ul style="list-style-type: none"> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
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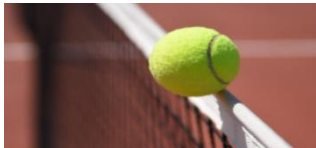
## Programme of Study

### Key Stage 1







Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

One	Athletics	Dance	Gymnastics	Basketball	Tag Games	Tennis
	 <ul style="list-style-type: none"> <li>demonstrate the five basic jumps, showing control at take-off and landing.</li> </ul>	 <ul style="list-style-type: none"> <li>explore movement ideas and respond imaginatively to a range of</li> </ul>	 <ul style="list-style-type: none"> <li>explore gymnastic actions and still shapes.</li> <li>move confidently</li> </ul>	 <ul style="list-style-type: none"> <li>move a ball using simple throwing techniques</li> <li>explore different</li> </ul>	 <ul style="list-style-type: none"> <li>To be confident and safe in the spaces used to play games.</li> <li>explore and use</li> </ul>	 <ul style="list-style-type: none"> <li>Strike a ball using a bat</li> <li>move a ball using simple throwing</li> </ul>

	<ul style="list-style-type: none"> <li>● run showing a change of pace.</li> <li>● throw with increasing accuracy and coordination into targets set at different distances.</li> <li>● demonstrate a range of throwing actions using a variety of equipment.</li> <li>● watch, copy and describe what they and others have done.</li> <li>● recognise and describe what their bodies feel like during different types of activity.</li> </ul>	<p>stimuli.</p> <ul style="list-style-type: none"> <li>● move confidently and safely in their own and general space, using changes of speed, level and direction.</li> <li>● compose and link movement phrases to make simple dances with clear beginnings, middles and ends.</li> <li>● perform movement phrases using a range of body actions and body parts.</li> <li>● talk about dance ideas inspired by different stimuli.</li> <li>● watch, copy and describe dance</li> </ul>	<p>and safely in their own and general space, using changes of speed, level and direction.</p> <ul style="list-style-type: none"> <li>● copy or create and link movements phrases with beginnings, middles and ends.</li> <li>● perform movement phrases using a range of body actions and parts.</li> <li>● watch, copy and describe what they and others have done.</li> <li>● recognise how their bodies feel when still or exercising.</li> </ul>	<p>ways of moving a ball</p> <ul style="list-style-type: none"> <li>● sometimes catch a ball</li> <li>● stop a ball moving in other ways</li> <li>● play simple ball games involving kicking, catching or throwing</li> </ul>	<p>skills, actions and ideas individually and in combination to suit the game they are playing.</p> <ul style="list-style-type: none"> <li>● choose and use skills effectively for particular games</li> <li>● watch, copy and describe what others are doing.</li> <li>● describe what they are doing.</li> <li>● understand that being active is good for them.</li> </ul>	<p>techniques</p> <ul style="list-style-type: none"> <li>● explore different ways of moving a ball</li> <li>● sometimes catch a ball</li> <li>● strike a ball moving in other ways</li> <li>● play simple ball games involving striking, catching or throwing</li> </ul>
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		<p>movement.</p> <ul style="list-style-type: none"> <li>recognise how their bodies feel when still and exercising.</li> </ul>				
<b>Vocabulary</b>	run, jump, speed, pace, throw, move, turn, skip, hop	Travel, stillness, direction, space, body parts, levels, speed	Forwards, backwards, sideways, roll, slow, body parts, shape, jump, travel, stretch, wide, narrow	team, passing, controlling, shooting, scoring, bouncing	own space, run, chase, tag, move, directions, travel	Striking, catching, own space, speed, direction,
<b>Two</b>	<p><b>Dance</b></p>  <ul style="list-style-type: none"> <li>To explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of the dance.</li> <li>compose and perform dance phrases that express and communicates</li> </ul>	<p><b>Tag Games</b></p>  <ul style="list-style-type: none"> <li>To improve the way they coordinate and control their bodies and a range of equipment.</li> <li>remember, repeat and link combinations of skills.</li> <li>choose, use and vary simple tactics.</li> <li>recognise good</li> </ul>	<p><b>Dodgeball</b></p>  <ul style="list-style-type: none"> <li>make simple moves with increasing control</li> <li>kick a ball, not always with accuracy</li> <li>understand the importance of stopping a ball in different ways</li> <li>begin to be able to work within a team</li> <li>start to link skills and actions within</li> </ul>	<p><b>Gymnastics</b></p>  <ul style="list-style-type: none"> <li>To remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision.</li> <li>choose, use and vary simple compositional ideas in the sequences they create and perform.</li> <li>improve their work</li> </ul>	<p><b>Cricket</b></p>  <ul style="list-style-type: none"> <li>To improve the way they coordinate and control their bodies and a range of equipment.</li> <li>remember, repeat and link combinations of skills.</li> <li>choose, use and vary simple tactics.</li> <li>recognise good quality in performance.</li> <li>use information to</li> </ul>	<p><b>Athletics</b></p>  <ul style="list-style-type: none"> <li>demonstrate the five basic jumps, showing control at take-off and landing.</li> <li>run showing a change of pace.</li> <li>throw with increasing accuracy and coordination into targets set at different distances.</li> <li>demonstrate a range</li> </ul>

	<p>moods, ideas and feelings. Choosing and varying simple compositional ideas.</p> <ul style="list-style-type: none"> <li>• watch and describe dance phrases and whole dances and use what they have learnt to improve their own work.</li> <li>• recognise and describe how different dances activities make them feel.</li> <li>• understand the importance of warming up and cooling down.</li> </ul>	<p>quality in performance.</p> <ul style="list-style-type: none"> <li>• use information to improve their work.</li> <li>• recognise and describe what their bodies feel like during types of activity</li> </ul>	<p>simple games</p> <ul style="list-style-type: none"> <li>• begin to understand some concepts of game e.g. opponent, team mate</li> </ul> <p>begin to show some understanding of simple tactics</p>	<p>using information they have gained by watching, listening and investigating.</p> <ul style="list-style-type: none"> <li>• recognise and describe what their bodies feel like during different types of activity.</li> <li>• lift, move and place apparatus safely.</li> </ul>	<p>improve their work.</p> <ul style="list-style-type: none"> <li>• recognise and describe what their bodies feel like during types of activity</li> </ul>	<p>of throwing actions using a variety of equipment.</p> <ul style="list-style-type: none"> <li>• watch, copy and describe what they and others have done.</li> <li>• recognise and describe what their bodies feel like during different types of activity.</li> </ul>
<b>Vocabulary</b>	Travel, stillness, direction, space, body parts, levels, speed	own space, run, chase, tag, move, directions, travel, agility, balance, coordination	Striking, dodging, throwing, power, accuracy, catching, team, speed, direction, agility	Forwards, backwards, sideways, roll, slow, body parts, shape, jump, travel, stretch, wide, narrow	Striking, batting, fielding, catching, own space, team, speed	run, jump, speed, pace, throw, move, turn, skip, hop, competition, personal challenge

**(NC Programmes of Study):**







Key Stage 2

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination














- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best Swimming and water safety


Three	Tennis	Tag Rugby	Hi-Five	Gymnastics	Athletics	Volleyball
	 <ul style="list-style-type: none"> <li>• consolidate and develop the range and consistency of their skills in net games.</li> <li>• choose and use a range of simple tactics and strategies for success.</li> <li>• keep, adapt and make rules up for net games.</li> <li>• recognise what skilful play looks like.</li> <li>• suggest ideas and practices</li> </ul>	 <ul style="list-style-type: none"> <li>• use a range of skills to help them keep possession and control of the ball.</li> <li>• pass and receive the ball, keeping control and possession consistently.</li> <li>• make progress towards a goal.</li> <li>• make good decisions during a game and know how to use space effectively.</li> <li>• identify what</li> </ul>	 <ul style="list-style-type: none"> <li>• use a range of skills to help them keep possession and control of the ball.</li> <li>• pass and receive the ball, keeping control and possession consistently.</li> <li>• make progress towards a goal.</li> <li>• make good decisions during a game and know how to use space effectively.</li> <li>• identify what they do best and what they found most</li> </ul>	 <ul style="list-style-type: none"> <li>• develop the range of actions, body shapes and balances they can include in a performance.</li> <li>• perform skills and actions with accuracy and consistency.</li> <li>• create sequences that meet a theme or set of conditions.</li> <li>• use compositional details when creating their sequences, such as changes in speed,</li> </ul>	 <ul style="list-style-type: none"> <li>• run consistently and smoothly at different speeds.</li> <li>• demonstrate different combinations of jumps, showing control, coordination and consistency.</li> <li>• throw a range of resources into a target area with consistency and accuracy.</li> <li>• recognise that there are different techniques of running, jumping and throwing and that they need to choose</li> </ul>	 <ul style="list-style-type: none"> <li>• use a range of skills with increasing control.</li> <li>• strike a ball with intent and throw it more accurately when serving</li> <li>• intercept and stop the ball with consistency, and be able to catch the ball.</li> <li>• return the ball quickly and accurately to the appropriate place.</li> <li>• choose and use striking skills to make the game harder for their</li> </ul>





	<p>to improve their play.</p> <ul style="list-style-type: none"> <li>understand why it is important to warm up and cool down, recognising the affect of exercise on the body.</li> </ul>	<p>they do best and what they found most difficult.</p> <ul style="list-style-type: none"> <li>recognise players who perform well in their teams and give reasons why they are successful.</li> </ul>	<p>difficult.</p> <ul style="list-style-type: none"> <li>recognise players who perform well in their teams and give reasons why they are successful.</li> </ul>	<p>level and direction.</p> <ul style="list-style-type: none"> <li>describe their own and others work, making simple judgements about the quality of performances and suggesting ways to improve.</li> <li>describe how the body reacts during different types of activity, and how this affects the way they perform.</li> </ul>	<p>the best one for a particular challenge and type of equipment.</p> <ul style="list-style-type: none"> <li>pace their effort well in different types of events so that they can maintain the quality of their performances.</li> <li>watch and describe specific aspects of running, jumping and throwing.</li> <li>suggest, with guidance a target for making improvements. 8. To recognise that the body works differently in various types of challenge and event. 9. To carry out warm up and cool down activities effectively.</li> </ul>	<p>opponents.</p> <ul style="list-style-type: none"> <li>choose where they should field to be most effective.</li> <li>work well as a team using the rules.</li> <li>describe what is successful in their own and others play and suggest improvements.</li> <li>understand the demands activities make on the body and how to prepare for these activities.</li> </ul>
<b>Vocabulary</b>	agility, balance, coordination, participation, sportsmanship	Keep possession, scoring goals, keeping score, making space, pass/send/receive, travel with a ball, play the ball, make use of space,	Throw, catch, control, awareness of space, support, opposition, accuracy, rules, possession, adapt tactics, bounce pass, chest pass	stretch, push, pull, step, spring, crawl, still, slowly, tall, long, forwards, high, low, roll, copy, jump, land, balance	Change speed and direction, underarm, overarm, throwing, technique, distance, sprint, accuracy, personal best.	serve, strike, spike, set, volley, return, movement, communication




		points/goals, rules, tactics, attacking, defending				
<b>Four</b>	<b>Dance</b>  <ul style="list-style-type: none"> <li>improvise freely on their own and with a partner, translating ideas from a stimulus into movement.</li> <li>create and link dance phrases using a simple dance structure or motif.</li> <li>perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner or in small groups.</li> <li>describe and evaluate some of the compositional</li> </ul>	<b>Tag Rugby</b>  <ul style="list-style-type: none"> <li>use a range of techniques when passing.</li> <li>change direction and speed when in control of equipment.</li> <li>show greater consistency and control during games playing with greater speed and flow.</li> <li>keep to the rules.</li> <li>suggest how games could be developed by adapting the rules.</li> <li>use a range of tactics to keep possession of equipment and get into positions to score.</li> </ul>	<b>Benchball</b>  <ul style="list-style-type: none"> <li>To consolidate and develop the range and consistency of their skills in games.</li> <li>choose and use a range of simple tactics and strategies for success.</li> <li>keep, adapt and make rules up for games.</li> <li>recognise what skilful play looks like.</li> <li>suggest ideas and practices to improve their play.</li> <li>understand why it is important to warm up and cool down, recognising the affect of exercise on the</li> </ul>	<b>Cricket</b>  <ul style="list-style-type: none"> <li>To use a range of skills with increasing control.</li> <li>strike a ball with intent and throw it more accurately when bowling and fielding.</li> <li>intercept and stop the ball with consistency, and be able to catch the ball.</li> <li>return the ball quickly and accurately to the appropriate place.</li> <li>choose and use batting skills to make the game harder for their opponents.</li> <li>judge how far they can run to score points but not get</li> </ul>	<b>Football</b>  <ul style="list-style-type: none"> <li>use a range of techniques when passing.</li> <li>change direction and speed when in control of equipment.</li> <li>show greater consistency and control during games playing with greater speed and flow.</li> <li>keep to the rules.</li> <li>suggest how games could be developed by adapting the rules.</li> <li>use a range of tactics to keep possession of equipment and get into positions to score.</li> <li>understand and explain tactics and</li> </ul>	<b>Athletics</b>  <ul style="list-style-type: none"> <li>run consistently and smoothly at different speeds.</li> <li>demonstrate different combinations of jumps, showing control, coordination and consistency.</li> <li>throw a range of resources into a target area with consistency and accuracy.</li> <li>recognise that there are different techniques of running, jumping and throwing and that they need to choose the best one for a particular challenge and type of equipment.</li> <li>pace their effort well</li> </ul>

	<p>features of dances performed with a partner or group.</p> <ul style="list-style-type: none"> <li>analyse dances and suggest improvements.</li> <li>understand the need to warm up and cool down before and after the dance.</li> </ul>	<ul style="list-style-type: none"> <li>understand and explain tactics and skills that they are confident with.</li> <li>8. To describe how to improve their play</li> <li></li> </ul>	body.	<p>out.</p> <ul style="list-style-type: none"> <li>choose where they should field to be most effective.</li> <li>work well as a team using the rules.</li> <li>describe what is successful in their own and others play and suggest improvements.</li> <li>understand the demands activities make on the body and how to prepare for these activities.</li> <li></li> </ul>	<p>skills that they are confident with.</p> <ul style="list-style-type: none"> <li>describe how to improve their play</li> </ul>	<p>in different types of events so that they can maintain the quality of their performances.</p> <ul style="list-style-type: none"> <li>watch and describe specific aspects of running, jumping and throwing.</li> <li>suggest, with guidance a target for making improvements.</li> <li>recognise that the body works differently in various types of challenge and event.</li> <li>carry out warm up</li> </ul>
<b>Vocabulary</b>	space, repetition, action and reaction, pattern	Keep possession, scoring goals, keeping score, making space, pass/send/receive, travel with a ball, play the ball, make use of space, points/goals, rules, tactics, attacking, defending,	throw, catch, movement, awareness, strategy, balance, control, teamwork	direction, passing, controlling, scoring, boundaries	kick, pass, move, tackle, control, dribble, movement, teamwork	determination, motivation, field events, track events
<b>Five</b>	<p><b>Handball</b></p> 	<p><b>Tag Rugby</b></p> 	<b>Badminton</b>	<p><b>Dance</b></p> 	<p><b>Rounders</b></p> 	<p><b>Athletics</b></p> 

	<ul style="list-style-type: none"> <li>• To perform skills with accuracy, confidence and control.</li> <li>• know the difference between attacking and defending skills.</li> <li>• respond consistently in the games they play choosing and using skills which meet the needs of the situation.</li> <li>• find and use space effectively.</li> <li>• use a variety of skills to keep possession of the ball.</li> <li>• analyse specific parts of a game and suggest ways to improve outcomes.</li> </ul> <p>be able to warm up thoroughly and</p>	<ul style="list-style-type: none"> <li>• To perform skills with accuracy, confidence and control.</li> <li>• know the difference between attacking and defending skills.</li> <li>• respond consistently in the games they play choosing and using skills which meet the needs of the situation.</li> <li>• find and use space effectively.</li> <li>• use a variety of skills to keep possession of the ball.</li> <li>• analyse specific parts of a game and suggest ways to improve outcomes.</li> <li>• be able to warm up thoroughly</li> </ul>	 <ul style="list-style-type: none"> <li>• To play shots on both sides of the body and above their heads in practices and during games.</li> <li>• direct the ball/shuttle well towards their partner or target court area.</li> <li>• show good backswing, follow through and feet positioning.</li> <li>• hit with purpose, varying speed, height and direction.</li> <li>• explain the skills and why they are important in a game situation.</li> <li>• spot the spaces on their opponents court and aim for those.</li> <li>• position themselves well</li> </ul>	<ul style="list-style-type: none"> <li>• To explore, improvise and choose appropriate material to create new motifs in a chosen dance style.</li> <li>• perform specific skills and movement patterns with accuracy.</li> <li>• compose, develop and adapt motifs to make longer dance phrases.</li> <li>• use appropriate dance terminology to describe their own and the dances of others.</li> <li>• discuss ways to improve upon performance or composition components.</li> <li>• warm up and cool down independently and</li> </ul>	<ul style="list-style-type: none"> <li>• To use different ways of bowling and perform accurately.</li> <li>• vary bowling methods.</li> <li>• bat effectively using different types of shot.</li> <li>• field with increasing accuracy and speed using the relevant type of throw for the distance.</li> <li>• hit the ball from both sides of the body.</li> <li>• direct the hit away from fielders by using different angles and speeds.</li> <li>• be able to plan to outwit the opposition whether batting, bowling or fielding.</li> <li>• judge when it's safe to run and for how long.</li> <li>• work effectively</li> </ul>	<ul style="list-style-type: none"> <li>• sustain their pace over longer distances.</li> <li>• throw with greater control, accuracy, power and efficiency.</li> <li>• perform a range of jumps showing power, control and consistency at both take-off and landing.</li> <li>• organise themselves in small groups safely taking it in turns to complete the challenges set.</li> <li>• understand the principles of relay take-overs and perform well in a relay event.</li> <li>• watch another performer and identify the main strengths and weakness.</li> <li>• be able to discuss steps for success</li> </ul>
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	<p>understand the importance of the different elements of fitness throughout the lesson.</p>	<p>and understand the importance of the different elements of fitness throughout the lesson.</p>	<p>on court and in the 'ready' position.</p> <ul style="list-style-type: none"> <li>• understand their own strengths and weaknesses and discuss ways to improve.</li> <li>• work cooperatively and considerately with others.</li> <li>• understand why warming up is important and how it relates to performance.</li> <li>• have an understanding of the components of fitness: flexibility, agility, balance, coordination</li> </ul>	<p>understand the relationship between an active lifestyle and long term health.</p>	<p>within a team communicating well.</p> <ul style="list-style-type: none"> <li>• recognise strengths and weaknesses in play and discuss steps for success.</li> <li>• understand the effects of exercise on the body and the components of fitness.</li> <li>•</li> </ul>	<p>and put these in to practice.</p> <ul style="list-style-type: none"> <li>• perform an effective warm up and cool down, understanding there importance with physical performance. understand the elements of fitness.</li> <li>•</li> </ul>
<b>Vocabulary</b>	<p>catch, movement, hand-eye coordination, decision making, shooting, balance, vision, awareness</p>	<p>Strategy, evaluation, game management, compete/competition, performance, agility hand-eye coordination</p>	<p>racquet, shuttle, serve, strike, agility, return, reaction speed, movement, balance, coordination</p>	<p>Dance style, technique, pattern, rhythm, variation, unison, canon, action, reaction</p>	<p>Batting, fielding, catch, strike, rounder, half, teamwork, over-arm throw, hand-eye coordination</p>	<p>Control, accuracy, techniques, combine, distance, compete, improve personal best, stamina.</p>
<b>Six</b>	<p><b>Football</b></p> 	<p><b>Tag Rugby</b></p> 	<p><b>Gymnastics</b></p> 	<p><b>Volleyball</b></p>	<p><b>Athletics</b></p> 	<p><b>Cricket</b></p> 

	<ul style="list-style-type: none"> <li>• To be able to combine and perform skills with control.</li> <li>• adapt skills to meet the needs of the game situation.</li> <li>• perform skills with greater agility, balance, coordination, reaction time, endurance, speed and strength.</li> <li>• keep possession making progress towards the goal.</li> <li>• use attacking and defending skills effectively even when under pressure.</li> <li>• use tactics for success varying team formations and planning for success.</li> <li>• recognise</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to combine and perform skills with control.</li> <li>• adapt skills to meet the needs of the game situation.</li> <li>• perform skills with greater agility, balance, coordination, reaction time, endurance, speed and strength.</li> <li>• keep possession making progress towards the goal.</li> <li>• use attacking and defending skills effectively even when under pressure.</li> <li>• use tactics for success varying team formations and planning for success.</li> <li>• recognise strengths and weaknesses in</li> </ul>	<ul style="list-style-type: none"> <li>• To perform fluently and with control, even when performing difficult combinations of movements.</li> <li>• work well with a partner or in a small group to practise and refine their work. create longer sequences and perform them with clarity.</li> <li>• vary direction, levels and pathways, to improve the success of the sequence.</li> <li>• plan and perform variations and contrasts within the sequences.</li> <li>• analyse and discuss sequences showing understanding of composition and correct terminology.</li> <li>• understand the importance of warming up and</li> </ul>	 <ul style="list-style-type: none"> <li>• To use different ways of serving and perform accurately.</li> <li>• vary serving methods.</li> <li>• strike effectively using different types of shot.</li> <li>• defend with increasing accuracy and speed using the relevant type of ball strike for the return</li> <li>• hit the ball from both sides of the body.</li> <li>• direct the hit away from opponents by using different angles and speeds.</li> <li>• be able to plan to outwit the</li> </ul>	<ul style="list-style-type: none"> <li>• sustain their pace over longer distances.</li> <li>• throw with greater control, accuracy, power and efficiency.</li> <li>• perform a range of jumps showing power, control and consistency at both take-off and landing. 4.</li> <li>• organise themselves in small groups safely taking it in turns to complete the challenges set.</li> <li>• understand the principles of relay take-overs and perform well in a relay event.</li> <li>• watch another performer and identify the main strengths and weakness.</li> <li>• be able to discuss steps for success and put these in to practice.</li> <li>• perform an effective</li> </ul>	<ul style="list-style-type: none"> <li>• To use different ways of bowling and perform accurately.</li> <li>• vary bowling methods.</li> <li>• bat effectively using different types of shot.</li> <li>• field with increasing accuracy and speed using the relevant type of throw for the distance.</li> <li>• hit the ball from both sides of the body.</li> <li>• direct the hit away from fielders by using different angles and speeds.</li> <li>• be able to plan to outwit the opposition whether batting, bowling or fielding.</li> <li>• judge when it's safe to run and for how long.</li> <li>• work effectively within a team communicating well.</li> </ul>
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	<p>strengths and weaknesses in game situation and be able to discuss where and when improvements need to be made.</p> <ul style="list-style-type: none"> <li>• understand the importance of being fit and putting the body under pressure when performing</li> </ul>	<p>game situation and be able to discuss where and when improvements need to be made.</p> <ul style="list-style-type: none"> <li>• understand the importance of being fit and putting the body under pressure when performing</li> </ul>	<p>cooling down and the links between physical activity and fitness for life.</p>	<p>opposition</p> <ul style="list-style-type: none"> <li>• work effectively within a team communicating well.</li> <li>• recognise strengths and weaknesses in play and discuss steps for success.</li> <li>• understand the effects of exercise on the body and the components of fitness</li> </ul>	<p>warm up and cool down, understanding there importance with physical performance.</p> <ul style="list-style-type: none"> <li>• understand and explain the elements of fitness.</li> </ul>	<ul style="list-style-type: none"> <li>• recognise strengths and weaknesses in play and discuss steps for success.</li> <li>• understand the effects of exercise on the body and the components of fitness</li> </ul>
<b>Vocabulary</b>	<p><b>Previous years plus:</b></p> <p>Possession, forehand, backhand, field, tactics, defending, attacking, techniques, pass, Striking, implement, rules, umpire, and strategy.</p>	<p><b>Previous years plus:</b></p> <p>full contact, possession, offside, positional plays</p>	<p><b>Previous years plus:</b></p> <p>Muscles, joints, symmetrical/asymmetrical, rotation, turn, shape, landing, take-off, flight, performance/evaluation</p>	<p><b>Previous Years Plus:</b></p> <p>Keeping possession, Shooting, Support, Marking, Attackers/defenders, Team play, offside</p>	<p><b>Previous years plus:</b></p> <p>Control, accuracy, techniques, combine, distance, compete, improve personal best, stamina.</p>	<p><b>Previous years plus:</b></p> <p>Pitch, crease, forehand, Team play, Batting, Fielding, Bowler, wicket, boundary, overs</p>