

	Term 1 Tag Rugby	Term 2 Netball	Term 3 Gymnastics	Term 4 Dance	Term 5 Strike and Field	Term 6 Athletics
Skills	Acquiring and Developing Skills Selecting and applying skills, tactics and compositional ideas Evaluating and improving performance					
<p>National Curriculum:</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 						
Year 3	<p>How do I receive a ball while moving?</p> <p>Introduction to Tag rugby.</p> <p>Introduction to the rules.</p> <p>Children play bulldog/chain tag to develop evasive running patterns.</p>	<p>How does my positioning impact a game?</p> <p>Introduction to the basic rules of netball.</p> <p>Introduction to footwork. (Not the main focus, children are aware but it's not</p>	<p>How can I transition effectively between movements?</p> <p>Children start to think about the transitions between isolated movements.</p> <p>Children have a greater</p>	<p>How can I create a basic sequence?</p> <p>Children can start understanding individual movements.</p> <p>Children are aware dances need to have different levels, shapes and pathways.</p>	<p>How can I develop my bowling technique?</p> <p>Children can strike a static ball accurately and in different directions.</p> <p>Children can hold a cricket bat correctly.</p>	<p>How can I get the best out of my body?</p> <p>Children develop their understanding of how to sprint more efficiently.</p> <p>Children develop their understanding on how to pace themselves over a longer distance.</p> <p>Children understand to run in their lanes.</p>

<p>Children learn how to pull the opponents tags and have understanding what to do when done so.</p> <p>Children know to pass the ball to their teammate once their tag is pulled.</p> <p>Children develop an understanding that the ball is passed backwards.</p> <p>Children introduced to defensive and offensive formations.</p>	<p>enforced in the letter.)</p> <p>Introduction to positions and roles.</p> <p>Children understand how to pass the ball whilst standing still.</p> <p>Children can catch a ball with good consistency. (Isolation)</p> <p>Children can start to catch the ball while on the move. (Combination.)</p> <p>Children can choose and use the correct technique when throwing a ball. (Chest, overhead and bounce.)</p>	<p>understanding of basic body movements and are developing movements that are more complex.</p> <p>Children should be able to demonstrate good balance whilst performing basic gymnastic movements.</p> <p>Children can perform basic gymnastics moves and positions in combination with an idea of transition.</p> <p>Children understand and demonstrate points of contact and safety while on the apparatus.</p> <p>Children further develop their balance, agility and co-ordination of</p>	<p>Children are introduced to joining individual movements into a sequence.</p> <p>Children can start to explore their own movement ideas within their own choreography.</p> <p>Children can start to understand how to choreograph a routine.</p> <p>Children can use movements depending on the beat/tempo of the music.</p> <p>Children are introduced to self-reflection. They can start to think about how to use constructive feedback.</p>	<p>Children know how to position themselves correctly to strike a static ball.</p> <p>Children to continue to develop on ball to bat coordination. (Hand-eye).</p> <p>Children start to develop strategies to strike a moving ball.</p> <p>Children introduced how to bowl a cricket ball.</p> <p>Children introduced how to bowl a rounders ball.</p> <p>Children learn how to be efficient in the field.</p> <p>Children know how to stop a moving ball using a long barrier.</p>	<p>Children improve their understanding and ability to react to a stimulus.</p> <p>Introduction to relay races and efficient baton changes.</p> <p>Children develop how to throw an object for distance.</p> <p>Children develop further movement skills of balance, co-ordination and agility.</p> <p>Children to further develop balance, agility and co-ordination.</p> <p>Children should be able to perform a successful long jump.</p>
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<p>Year 4</p>	<p>How do my support runs influence my team?</p> <p>To start to pass and catch a ball with the correct technique.</p> <p>To understand receiving the ball on the move is more effective.</p> <p>Pulling opponents tags with greater effectiveness.</p> <p>Children can start to position themselves in a good defensive shape.</p> <p>To understand how to minimise space for opponents.</p> <p>To start using a range of dynamic movements and running patterns.</p>	<p>How does my positioning impact my moving and passing?</p> <p>Children understand the basic rules and are introduced to the more complex rules.</p> <p>Children start to develop good footwork and good pivoting.</p> <p>Children gain a greater understanding of each position and the roles.</p> <p>Children can show good passing technique. (Chest, overhead and bounce pass.)</p>	<p>How can I reflect on the quality of my own body movements?</p> <p>Children understand the transitions between isolated movements.</p> <p>Children have a greater understanding of basic body movements and are developing movements that are more complex.</p> <p>Children should be able to demonstrate good balance whilst performing basic gymnastic movements.</p> <p>Children can perform basic gymnastics moves</p>	<p>How do I make my sequences flow?</p> <p>Children can start performing individual movements with different levels, shapes and pathways.</p> <p>Children can start to transition individual movements into a sequence.</p> <p>Children can start to explore and improvise movement ideas within their own choreography.</p> <p>Children can start to choreograph a routine.</p> <p>Children can adapt movements depending on the</p>	<p>How do I become an effective fielder?</p> <p>Children can hold a cricket bat correctly.</p> <p>Children learn how to hold a rounders ball.</p> <p>Children know how to position themselves correctly to strike a moving ball.</p> <p>Children continue to develop on ball to bat coordination. (Hand-eye).</p> <p>Children continue to develop strategies to strike a moving ball.</p> <p>Children continue to learn how to bowl a cricket ball.</p>	<p>Can I develop my field techniques?</p> <p>Children further develop their understanding of how to sprint more efficiently.</p> <p>Children further develop their understanding on how to pace themselves over a longer distance.</p> <p>Children develop their running maturity. (Learning to lead and to chase.)</p> <p>Children improve their ability to react to a stimulus.</p> <p>Children should know how to change the baton with their teammate somewhat efficiently.</p> <p>Children further develop how to throw an object for distance.</p> <p>Children develop techniques to throw javelin, shot put and discus.</p>

<p>To understand how to create space for themselves.</p> <p>To start providing a passing option for their teammates.</p> <p>To start to create support runs.</p> <p>Children gain an understanding that unforced errors are detrimental for the team.</p>	<p>Children understand which pass should be used depending on the scenario.</p> <p>Children can consistently pass to team mates with the introduction of defenders.</p> <p>Children understand basic passing patterns.</p> <p>Children develop further movements to efficiently find space.</p> <p>Children can identify and demonstrate good positions. (In relation to who is in possession of the ball)</p> <p>Children can show and demonstrate basic defending</p>	<p>and positions and start to transition them in short sequences.</p> <p>Children understand and demonstrate points of contact and safety while on the apparatus.</p> <p>Children further develop their balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, and direction.</p> <p>Children can develop good short sequences on their own and in groups.</p> <p>Children form short sequences of different actions using floor and apparatus. Have a</p>	<p>beat/tempo of the music.</p> <p>Children can think about how their dance and ways to improve or change it.</p> <p>.</p>	<p>Children continue to learn how to bowl a rounders ball.</p> <p>Children to learn how to be efficient in the field.</p> <p>Children know how to stop a moving ball using long barrier.</p> <p>Children to continue their understanding of basic fielding positions.</p> <p>Children introduced to more advanced fielding positions and strategies.</p> <p>Children to continue to learn to field effectively as a team.</p>	<p>Children develop further movement skills of balance, co-ordination and agility.</p> <p>Children to further develop balance agility and co-ordination.</p> <p>Children should know how to perform a successful long jump.</p>
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		<p>and attacking principles.</p> <p>Children understand and start to show aspects of good transition.</p>	<p>clear start, middle and end. With good solid transitions between movements.</p> <p>Children develop their understanding on how to use space.</p>			
Year 5	<p>How do my support runs affect the opposing team?</p> <p>Pass and catch a ball with the correct technique.</p> <p>To start to receive the ball on the move.</p> <p>Can pull opponents tags with increased effectiveness.</p> <p>Can start to minimise space for opponents and force errors.</p>	<p>How does my positioning affect successful transitioning?</p> <p>Children can pass and catch a ball with the correct technique. Chest, overhead and bounce pass.</p> <p>To start to understand the benefits of each pass depending on the scenario.</p> <p>Children can show and demonstrate</p>	<p>What constructive advice could I give to my peers?</p> <p>Children understand how to transition between isolated movements.</p> <p>Children should have a range of different movements and should know how to execute them.</p> <p>Children should be able to demonstrate good balance whilst</p>	<p>Can I choreograph my own routine?</p> <p>Children can perform individual movements with different levels, shapes and pathways.</p> <p>Children can start to smoothly transition individual movements into a sequence.</p> <p>Children can explore and improvise movement ideas</p>	<p>How can I play a variety of shots?</p> <p>Children can hold a cricket bat correctly.</p> <p>Children can hold the rounders bat correctly.</p> <p>Children know how to position themselves correctly to strike a moving ball.</p> <p>Children show increased efficiency and consistency</p>	<p>How can I personally improve?</p> <p>Children should be able to sprint efficiently.</p> <p>Introduced to kinesiology, understanding how the body moves. Personalised plans for each child. (Within reason and practicality.)</p> <p>Children should show good sprinting technique.</p> <p>Children should understand how to pace themselves according to the distance.</p>

	<p>To use a range of dynamic movements and running patterns.</p> <p>To understand how to create space for themselves and also for teammates.</p> <p>To provide a passing option for their teammates. To start to create support runs.</p> <p>Children understand that unforced errors are unacceptable. (This is not to say they will not make unforced errors but understand it is unnecessary.)</p>	<p>basic defending and attacking principles.</p> <p>Children are introduced to more complex principles of defence and attack such as man-to-man marking.</p> <p>Children can successfully move into space to provide an option to receive the pass.</p> <p>To start to demonstrate open hand passing.</p> <p>Start to demonstrate the correct technique when shooting.</p> <p>.</p>	<p>performing complex gymnastic movements.</p> <p>Children can perform basic gymnastics moves and positions and start to transition them into sequences. Children understand and demonstrate points of contact and safety while on the apparatus.</p> <p>Children continue the development of their balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, and direction.</p> <p>Children can develop sequences on their own and in groups.</p>	<p>within their own choreography.</p> <p>Children can choreograph a routine.</p> <p>Children can adapt movements depending on the beat/tempo of the music.</p> <p>Children can think about how their dance is formed through self-evaluation and peer/teacher criticism.</p> <p>Children can start to alter their choreography.</p>	<p>when striking moving balls.</p> <p>Children continue to develop ball to bat coordination. (Hand-eye).</p> <p>Children continue to develop strategies to strike a moving ball.</p> <p>Children continue to learn how to bowl a cricket ball.</p> <p>Children have an understanding of varying their bowls in relation to on pitch situations.</p> <p>Children continue to improve accuracy and efficiency when bowling a rounders ball.</p> <p>Children are becoming more efficient in the field.</p>	<p>Children further develop their running maturity. (Learning to lead and to chase.)</p> <p>Children improve their ability to react to a stimulus.</p> <p>Children should be able to successfully pass the baton. (Both face to face and facing away.)</p> <p>Children should know how to throw an object for distance.</p> <p>Children further develop techniques to throw javelin, shot put and discus.</p> <p>Children develop further movement skills of balance, co-ordination and agility.</p> <p>Children to further develop balance, agility and co-ordination.</p> <p>Children should know how to perform a successful standing long jump.</p>
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Year 6	<p>How does a good leader inspire their teammates?</p> <p>Pass and catch a ball with the correct technique. Receive the ball at speed when running.</p>	<p>How can I seek out opportunities?</p> <p>Pass and catch a ball with the correct technique. Chest, overhead and bounce pass.</p> <p>Can use the correct type of pass</p>	<p>Can I reflect on my peers' advice?</p> <p>Children understand how to transition between isolated movements.</p> <p>Children should have a range of</p>	<p>How can I choreograph a routine for myself and others?</p> <p>Children can perform individual movements with different levels, shapes and pathways.</p>	<p>What strategies make an effective cricketer?</p> <p>Children can hold a cricket bat correctly.</p> <p>Children can hold a rounders bat correctly.</p>	<p>How do I compare to a professional athlete?</p> <p>Children should be able to sprint efficiently.</p> <p>Introduced to kinesiology, and biomechanics. Understanding how the body moves. Personalised plans for each child. (Within reason and practicality.)</p>

<p>Can successfully pull opponents tags Can minimise space for opponents and force errors.</p> <p>Perform a range of dynamic movements and running patterns.</p> <p>Effectively create space for themselves and teammates.</p> <p>Providing a passing option for their teammates.</p> <p>Effectively create support runs by utilising time and space.</p> <p>Children reduce unforced errors.</p>	<p>depending on the scenario.</p> <p>Can show basic principles of defence.</p> <p>Can minimise space for opponents and stop the opponent receiving the pass. (Man to man marking)</p> <p>Can move into space to provide an option to receive the pass.</p> <p>Effectively create space for themselves and teammates. (Open hand passing.)</p> <p>Demonstrates the correct technique when shooting. Can successfully score a goal with consistency.</p>	<p>different movements and should know how to execute them.</p> <p>Children should be able to demonstrate good balance whilst performing complex gymnastic movements.</p> <p>Children understand and demonstrate points of contact and safety while on the apparatus.</p> <p>Children continue the development of their balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, and direction.</p> <p>Children can develop longer sequencing patterns</p>	<p>Children can smoothly transition individual movements into a sequence.</p> <p>Children can explore and improvise movement ideas within their own choreography. Children can choreograph a routine with a range of movements fluently.</p> <p>Children can adapt movements depending on the beat/tempo of the music. Children can successfully dance to a piece of music with suitable movements and a range of motifs.</p> <p>Children can think about how their</p>	<p>Children know how to position themselves correctly to strike a moving ball.</p> <p>Children show increased efficiency and consistency when striking moving balls.</p> <p>Children can strike moving balls in different directions.</p> <p>Children can identify where to strike balls depending on fielding positions.</p> <p>Children to continue to develop on ball to bat coordination. (Hand-eye).</p> <p>Children can show strategies to strike a moving ball.</p>	<p>Children should show good sprinting technique.</p> <p>Children should understand how to pace themselves according to the distance.</p> <p>Children further develop their running maturity. (Learning to lead and to chase.)</p> <p>Children should be able to react to a stimulus. Children should be able to successfully pass the baton. (Both face to face and facing away.)</p> <p>Children should know how to throw an object for distance.</p> <p>Children further improve techniques to throw javelin, shot put and discus.</p> <p>Children develop further movement skills of balance, co-ordination and agility.</p> <p>Children to further develop balance, agility and co-ordination.</p>
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			<p>on their own and in groups.</p> <p>Children's can to devise their own gymnastic routines with a clear start, middle and end.</p> <p>Children develop their understanding on how to use space.</p> <p>Children know how to use a vault safely and successfully.</p>	<p>dance is formed through self-evaluation and peer/teacher criticism.</p> <p>Children can subsequently adapt, refine and develop their own choreography.</p>	<p>Children continue to learn how to bowl a cricket ball.</p> <p>Children have greater understanding of varying their bowls in relation to on pitch situations.</p> <p>Children continue to improve accuracy and efficiency when bowling a rounders ball.</p> <p>Children are efficient in the field.</p> <p>Children can stop moving balls consistently and react to the next phase of play correctly.</p> <p>Children understand basic fielding positions.</p> <p>Children develop more advanced</p>	<p>Children should know how to perform a successful standing long jump.</p> <p>Children should develop their standing long jump technique.</p>
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					fielding positions and strategies. Children can field effectively as a team.	
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