Knowledge and Skills Progression Map : Physical Education

EYFS			
Area		**End of Reception Expectations**	**Greater Depth**
Physical Development			
Gross Motor Skills		• Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	• Skip in time to music.
Fine Motor Skills		• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing.	• Hold paper in position and use their preferred hand for writing, using a correct pencil grip. • Begin to be able to write on lines and control letter size.
Games	**Skills Coverage**	• Explore pushing, rolling and bouncing • Explore bouncing into space • Combine pushing and rolling • Explore throwing overarm • Explore throwing underarm • Explore rolling • Explore stopping a ball • Explore catching • Explore moving with a ball using our feet • Develop moving with a ball using our feet • Understand dribbling • Develop dribbling against an opponent	

	Knowledge	• How to push and roll a ball using our hands. • How to bounce a ball using our hands • Why it is important to keep the ball close to us when pushing, rolling or bouncing the ball • How to bounce a ball into space using our hands • When, where and why we bounce a ball into space in order to avoid a defender. • How to control a ball using our feet. • How to dribble the ball using our feet • Why it is important to keep the ball close to us when moving with the ball • How to stop the ball using our feet • What controls means. Control means that we keep the ball close to our feet, preventing the defenders from gaining possession. • When, where and why we dribble a ball into space in order to avoid a defender. • Why we need to aim when we are throwing • How we can use our bodies to throw • How to throw underarm. Stepping forwards with one foot, releasing the ball from low to high using our opposite hand. • Why we need to watch the ball when it is sent towards us •
Athletics	**Skills Coverage**	• Explore/develop jumping • Sustain walking
	Knowledge	• How to walk, swinging our arms with opposite arm and leg action. • Where to walk by staying in a space and why this is so important in a game scenario. • How to jump swinging our arms and bending our knees. • Why jumping with the correct technique is so important
Dance	**Skills Coverage**	• Responding in movement to words and music • Creating their own movement • Moving in sequence • Exploring character movements
	Knowledge	• Know how to move their bodies in different ways linked to the theme. • Know how to listen to the music and move the body in relation to the music • Respond to the rhythm in the music • Understand why it is important to move with control and that ‘Control’ means moving their bodies in time with the music, beat or sound. • Know how to create a variety of ‘freeze’ positions linked to the theme • Know how to move their bodies with big clear actions.

Gymnastics	**Skills Coverage**	• Introduction to high, low, over and under • Introduction to the apparatus • Applying high and low on apparatus • Explore moving and making shapes using different body parts • Explore moving in different directions • Explore big and small ways of moving and making shapes • Moving in pairs • Creating shapes in pairs
	Knowledge	• How we can move our bodies in 'low' ways; slides, rolls (long, curled) hands and feet • How we can move our bodies in 'high' ways; jumps, hops, skips, side steps and backwards. • Why it is important to use the apparatus safely. • How to create high and low balances 'shapes'. • How to be creative on the apparatus, moving through, along, across, over and under a variety of apparatus. • Why it is so important to move and balance like a 'Champion'. 'Champion' refers to when we are being silent, pointing their fingers and toes and are still when we make a shape/balance.

<table>
<tr><th colspan="4">KS1</th></tr>
<tr><th colspan="2">Area</th><th colspan="2">End of Year Expectations</th></tr>
<tr><td colspan="2">Key Learning
(National curriculum)</td><td colspan="2">Pupils should be taught to:
• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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</td></tr>
<tr><td colspan="2"></td><td>Year 1</td><td>Year 2</td></tr>
<tr><td rowspan="2">Ball Skills</td><td>Skills Coverage</td><td>Hands 1:
• Introduce sending (bouncing) with control Introduce aiming with accuracy
• Introduce power and speed when sending a ball Introduce/develop stopping, combining sending skills
• Combine sending and receiving skills
Hands 2:
• Introduce throwing with accuracy
• Apply throwing with accuracy in a team • Introduce stopping a ball
• Develop sending (rolling) skills to score a point
• Consolidate sending and stopping to win a game
Feet:
• Develop moving the ball using the feet
• Apply dribbling into games
• Consolidate dribbling
• Explore kicking (passing)
• Apply kicking (passing) to score a point</td><td>Hands 1:
• Develop dribbling/passing and receiving
• Combine dribbling, passing and receiving, keeping possession
• Develop dribbling/passing and receiving to score a point
• Combine dribbling, passing and receiving to score a point
Hands 2:
• Consolidate pupils’ application and understanding of underarm throwing
• Applying the underarm and overarm throw to win a game
• Applying the underarm throw to beat an opponent
Feet:
• Develop dribbling/ passing/receiving, keeping possession
• Combine dribbling, passing and receiving, keeping scoring a point
• Apply dribbling, passing and receiving as a team to score a point</td></tr>
<tr><td>Knowledge</td><td>Hands 1:
• How to dribble the ball using both our hands
• Why we need to keep our head up when we are dribbling
• Why we need to pass a ball using different power and speed
• Why we need to be accurate when passing a ball
• What the consequences are if we do not dribble our ball into space or pass the ball accurately towards our partners hands (target).</td><td>Hands 1:
• Why we need communicate when passing
• Why we need to be ready to receive the ball when it is passed to us
• Why we need to look at our partner / team member when passing.
• When to dribble or when to pass in order to keep possession of the ball.</td></tr>
</table>

		• How to use our hands to stop and catch the ball. To be ready to catch the ball we need to have our hands out in front of us, creating a target. Our hands should be in the shape of a 'W' with our thumbs touching.	• What the consequences are in a game if our passes are inaccurate, intercepted by a defender or we lose possession of the ball.
Rackets, Bats and Balls	**Skills Coverage**	• Develop pushing (dribbling) a ball with a racket: Introducing control • Explore hitting and develop pushing a ball (with a racket) towards a target • Explore hitting a ball (with a racket) with accuracy and power	• Hitting (striking) a ball (with a racket) with accuracy and power to beat an opponent • Introduce hitting (sending/striking) a ball into a space: Where and why? • Striking the ball (with a bat) into space with intent
	Knowledge	• Where and why, we need to push the ball into space • Why we need to keep the ball close to us and under control. • How to use a racket safely. • Why we need to aim at a target when sending (hitting or pushing) the ball • Why we need to be accurate when sending (hitting or pushing) a ball using a racket towards a target.	• Why we need to vary our power when hitting a ball • The consequences if we do not aim towards a target when sending (hitting) a ball • Where to send (hit) the ball during a game in order to score a point against our opponent. • Why we need to vary the power when sending (hitting) the ball into space in order to score a point against our opponent.
Locomotion	**Skills Coverage**	• Explore running • Running for speed: Acceleration • Explore running in a team • Develop jumping • Explore how jumping affects our bodies	• Explore dodging effectively • Applying dodging techniques into games
	Knowledge **Running / Jumping / Dodging**	• How to run pumping our arms, using the balls of the feet and looking ahead. • Running for speed - acceleration • Where to run by staying in a space and why this is so important in a game scenario. • When and why, we need to change speed when we are running in a game situation • Explore running in a team • Develop jumping - jump skip with a step hop action, swinging arms • Explore how jumping affects our bodies • Why jumping and skipping with the correct technique is so important.	• When and where we dodge, and its importance in games • How to dodge. We keep our head up with a low body position, bending our knees, planting one foot on the floor, leaning our body to one side and then moving the other way quickly.

Dance	**Skills Coverage**	• Responding to rhythm • Introduction to motifs • Creating motifs • Creating movement sequences • Relationships and performance • Exploring expression • Introducing partner work	• Responding to stimuli • Developing whole group movement • Improvisation and physical descriptions • Creating contrasting movement sequences • Sequences, relationships and performance • Developing a motif with expression and emotion Applying choreography in motifs • Extending our motifs
	Knowledge **Expression** **Theme** **Motif** **Flow**	• Know how to add movements together to create simple movement sequences • Know how to create a variety of 'small' body movements linked to the theme • Know how to create a variety of 'big' body movements linked to the theme • Know how to move in relation to the music and respond with appropriate movements and actions • Understand what we mean by 'expression' and begin to show this in our movements and that expression refers to the actions a dancer uses to make their characters thoughts or feelings known	• Know how to apply 'flow' to our movements, understanding that 'flow' means moving from one action to another without stopping. • Understand what a 'Motif' is and how to successfully create a mini sequence and repeat it and that a motif is a series of movements that are repeated. • Know how to use movements to tell a story. • Know how to respond to a variety of stimuli or themes with appropriate movements.
Gymnastics	**Skills Coverage**	Wide, Narrow, Curled: • Introduction to wide, narrow and curled • Exploring the difference between wide, narrow and curled • Transitioning between wide, narrow and curled movements • Linking two movements together Body Parts: • Introduction to big/ small body parts • Combining big and small with wide, narrow and curled • Transition between wide narrow and curled using big and small body parts • Adding (linking) movements together	Linking: • Developing linking • Linking on apparatus • Jump, roll, balance sequences/on apparatus • Creation of sequences • Completion of sequences and performance Pathways: • Explore/develop zigzag pathways/on apparatus • Explore/develop curved pathways/on apparatus • Creation of pathway sequences • Completion of pathways sequences and performance
	Knowledge	• How to create 'Wide,' 'Narrow' and 'Curled' movements on the floor and on apparatus, using a variety of body parts	• How to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.

		• How to create 'Wide' or 'Narrow' and 'Curled' balances (shapes) on the floor and on apparatus, using a variety of body part • Why it is important to perform each movement and balance like a 'champion' and understand the difference between 'wide' or 'narrow' and 'curled'. • How to 'transition' between movements, adding movements together and transitioning between them. • How and where to use more than one piece of apparatus at the same time to create movements and balances.	• How to apply 'flow' to our movements, understanding that 'flow' means moving from one action to another without stopping. • Why applying 'flow' as we link our movements together is so important. • How to use a variety of apparatus when we are creating movement sequences.
Health and Wellbeing	**Skills Coverage**	• Introduce and explore agility • Introduce and explore balance • Introduce and explore coordination: Bouncing, rolling and throwing	• Consolidate agility • Consolidate balancing: Explore balancing on apparatus • Introduce and explore coordination: Dribbling and kicking
	Knowledge	• What balance means. Balance is an even distribution of weight enabling someone or something to remain upright and steady • What agility means. Agility is the body's ability to move quickly and easily • What coordination means. Coordination is the ability to use different parts of the body together efficiently • Why we need to remain balanced when playing sport • Why we need to be agile when playing sport.	• Why it is important to warm up before playing sport • Why we need to have good hand/feet eye coordination when playing sport. • How motivation can help enhance our performance • What happens to our heart and muscles when we perform an activity or play a sport • Why we need to keep fit and healthy.
Team Building	**Skills Coverage**	• Introducing and developing teamwork • Building trust and developing communication and cooperation • Explore simple strategies • Problem solving: Consolidate teamwork	
	Knowledge	• What makes an effective team; include everyone, encourage, try our best, etc • How to work in pairs and small teams to complete different challenges; the consequences if we do not include all of our team • Why it is important to continue to try our hardest, even if we find the challenge hard	
Games for Understanding	**Skills Coverage**	• Understanding the principles of attack/defence • Applying attacking/ defending principles into a game • Consolidate attacking/defending	• Attacking/defending as a team • Understanding the transition between defence and attack • Create and apply attacking/ defensive tactics

<table>
<tr><th colspan="4">Lower KS2</th></tr>
<tr><th colspan="2">Area</th><th colspan="2">End of Year Expectations</th></tr>
<tr><td colspan="2">Key Learning
(National curriculum)</td><td colspan="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 performance with previous ones and demonstrate improvement to achieve their personal best</td></tr>
<tr><td colspan="2"></td><td>Year 3</td><td>Year 4</td></tr>
<tr><td rowspan="2">Games</td><td>Skills
Coverage
Invasion</td><td>Dodgeball:
• Throwing techniques: adopting a side on position, with their throwing arm extended above their head, their elbow over their shoulder and their non-throwing arm being used to aim.
• Develop throwing with power & accuracy (low target)
• Develop catching the ball and returning it swiftly and with accuracy to a team-player
• Develop team tactics

Basketball:
• Develop dribbling/passing and receiving
• Combine dribbling, passing and receiving, keeping possession
• Develop dribbling/passing and receiving to score a point
• Combine dribbling, passing and receiving to score a point</td><td>Dodgeball:
• Throw with accuracy but over an increased distance.
• Develop catching (hands ready to receive a ball)
• Apply skills in a mini competitive game</td></tr>
<tr><td>Knowledge
Invasion</td><td>Dodgeball
• Understand that the game involved throwing the ball at a low target, and the consequences of throwing the ball to hit above the knee
• When and how to catch the ball in a dodgeball game.
• When, where and why we need to change direction at speed during a game.
• understand the consequences if they are hit during the game and how this will impact on their team.</td><td>Dodgeball:
• When, where and why they jump to avoid the ball
• When, where and why they duck to avoid the ball.
• How and why, we need to throw with power when throwing at a target which is further away.
• Learn the rules that govern catching and start to apply these into small games.
• Understand the consequences of dropping the ball during a game of dodgeball.
• Apply their understanding of dodgeball into mini games.</td></tr>
</table>

		• Understand why we need to be on the balls of our feet during a game. Basketball: • When, where and why we should pass / dribble. • How to dribble the ball keeping possession to beat an opponent • How we can combine passing and dribbling to create space • How to apply the correct technique when dribbling. We dribble the ball with one hand, using the tips of our fingers. We need to keep our knees bent and head up. • How to apply the correct technique (chest pass) when passing. When applying the chest pass we step into the pass, pushing the ball away from our body (chest), with two hands towards our partners / team members hands (target).	
	Skills Coverage Striking and Fielding	Rounders: • Introduce to rounders • Introduce overarm throwing • Apply overarm and underarm throwing • Introduce stopping the ball • Application of stopping the ball in a game	Rounders: • Develop fielding bowling with a backstop • Introduce batting; how • Develop batting; where and why • Introduce and apply basic fielding tactics Cricket: • Develop an understanding of batting and fielding • Introduce bowling underarm • Introduce bowling underarm • Introduce catching • Develop stopping and returning the ball • Develop retrieving and returning the ball • Striking the ball at different angels and speeds
	Knowledge Striking and Fielding	Rounders: • The difference between batting and fielding and understand what our roles are when we are playing a small-sided game. • How, when and why to use overarm and underarm throws	Rounders: • How to bowl underarm, ensuring the bowl is a ‘good’ bowl. • Why we need to return the ball quickly and accurately to the player on base one.

		• The difference between batting and fielding and understand what our roles are when we are playing a small-sided game. • How to catch a ball, adjusting the body and hand position when catching a high ball compared to a low ball. • How to throw a ball overarm using the correct technique. Side on, opposite arm to opposite foot, arm up, elbow bent above the shoulder.	• How to outwit the fielding team when batting by varying the direction we strike the ball. • What the back stop should do if a batter misses the ball, to try and prevent that batter from scoring. Cricket: • How to bowl underarm, varying the speed at which we bowl depending on who is batting. • How and why to throw a ball overarm using the correct technique / with power and distance. • How to catch a ball, adjusting the body and hand position when catching a high ball compared to a low ball. • Why we need to return the ball to the bowler or wicketkeeper quickly and accurately to prevent the batters from scoring runs • How to outwit the fielding team when batting by varying the speed and direction we strike the ball. • How and when to use different ways of retrieving and returning the ball to prevent the batters from scoring runs
Athletics	**Skills Coverage**	• Explore running for speed • Explore acceleration • Introduce /develop relay: Running for speed in a team • Throwing: Accuracy vs distance • Standing Long Jump	• Develop running at speed • Exploring our stride pattern • Exploring running at pace • Understand and apply tactics when running for distance • Javelin • Standing Triple Jump
	Running	• How to run when running for speed, creating a pumping action with our arms and elbows bent, springing off the balls of our feet. • Why we have to accelerate at the start of a race. • How to run for speed in a team, using a relay baton, holding our hands ready, palms upwards when waiting for the baton	• Why we need to pace ourselves when running for distance • Why we need to increase our stride pattern to enable us to maintain our speed during the middle third of a race.
	Throwing	• How to throw for distance and why the correct technique is essential to send the object further. We throw and object sideways on, with our arm up and elbow bent above our shoulder. We release the object when it is just past our head.	• How to use our bodies to throw with greater distance

	Jumping	• How can we use our arms to execute a standing long / triple jump • What are the three elements of a triple jump (hop, skip & jump) • How can we maintain balance on landing / the effect of falling off balance / backwards	• How we can use our bodies to jump as far as possible, using a combination of jumps.
Dance	**Skills Coverage**	• Responding to stimuli • Developing character and thematic dance into a motif • Developing sequences with a partner in character that show relationships • Extending sequences with a partner in character	• Performing with technical control and rhythm in a group • Creating rhythmic patterns using the body • Chorographical elements including still imagery • Extending sequences with a partner in character • Developing sequences with a partner in character that show relationships and interlinking dance moves • Sequences, relationships, choreography and performance
	Excellent Dancers **Peer and Self Assess** **Emotion** **Relationships**	• Know how to create and develop a character in order to tell a story through movements. • Understand why it is essential to explore a variety of movements to ascertain the best moves to tell the story and improve the performance • Know how to develop characterisation, exploring characters that are opposites. • Understand why it is so important to perform like an 'excellent dancer' and that excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph. Introduce these throughout the unit as appropriate. • Know how to peer and self-assess, identifying strengths and weaknesses in our own and others' performances.	• Know how to develop sequences with a partner in character that show relationships and interlinking dance moves. • Know how to reflect and evaluate to make accurate improvements to their own and other's performances. • Know how to create sequences in pairs, applying flow and challenging their creativity. • Understand what we mean by emotion and include this chorographical element in performances and that emotion refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others.
Gymnastics	**Skills Coverage**	• Introduction to symmetry • Introduction to asymmetry • Application of learning onto apparatus • Sequence formation • Sequence completion	• Introduction to bridges • Application of bridge learning onto apparatus • Develop sequences with bridges • Sequence formation • Sequence completion
	Knowledge	• What Symmetry and Asymmetry means. • Why it is essential to explore a variety of movements to ascertain the best moves to allow for flow and interesting gymnastics for the sequence	• How to create a 'bridge balance' with a partner using different levels and different connection points • How to reflect and evaluate using their observations to make improvements to our own and other's performances

		• Why it is so important to create 'excellent' movements and balances. Pupils will understand that 'excellent' refers to when we control our bodies so they are silent, extending our fingers and toes and are able to hold our balances still for at least four seconds • How to peer and self-assess, identifying strengths and weaknesses in our own and others' performances.	• How to create sequences combining movements and bridge balances in pairs, applying flow and challenging their creativity • Why it is important to explore bridge balances and the ways we can move in and out of them over and under them, on the floor and on the apparatus.
Swimming and Water Safety		All children receive swimming lessons at iron Monger Row Baths in Years 3 and 4 in 2 weekly intensive blocks	
		• Swim unaided for 5–10metres using recognised arm & leg actions competently, confidently & consistently • Swim for 5m on three of the following strokes (buoyancy aids permitted) – Front paddle, back paddle, basic breaststroke, butterfly leg kick • Enter the water safely and submerge whole face for 5 seconds • Float on front or back for 15 seconds, moving into regaining a standing position (use of buoyancy aids permitted) • Tread water for 15 seconds using buoyancy aids • Perform a basic shout & signal rescue from poolside • Exit the water safely without support	• Swim unaided for 15–20 metres using recognised arm & leg movements competently, confidently & consistently • Swim for 5m on three of the following strokes (without buoyancy aids) - Front paddle, back paddle, basic breaststroke, butterfly leg kick • Jump in from poolside, submerge & rise to the surface (1m depth) • Float on front or back without aids for 15 seconds, moving into regaining a standing position • Tread water in deep water without using buoyancy aids for 15 seconds • Perform a shout & signal rescue using buoyancy aids for 15 seconds • Exit the water safely without using steps (1m depth)
Inspire Football		Children in Years 3 and 4 receive three blocks of football coaching from the local charity **Inspire Football**. Football skills appropriate to age are developed and practiced. These include: • Developing dribbling skills to keep control of a ball • Creating space for play • Passing and receiving • Introduce different turns and when to use in a game • Developing shooting skills • Developing footwork skills • Teamwork and fair play Both year groups also enjoy an allocated day of using the *football pitch* during playtimes to consolidate their skills. A member of staff mentors the children during the lunch-time period.	

<table>
<tr><th colspan="4">Upper KS2</th></tr>
<tr><th colspan="2">Area</th><th colspan="2">End of Year Expectations</th></tr>
<tr><td colspan="2">Key Learning
(National curriculum)</td><td colspan="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 performance with previous ones and demonstrate improvement to achieve their personal best</td></tr>
<tr><td colspan="2"></td><td>Year 5</td><td>Year 6</td></tr>
<tr><td rowspan="2">Games</td><td>Skills
Coverage
Invasion</td><td>Basketball:
• Recap and refine dribbling and passing to create attacking opportunities
• Develop marking Refine shooting
• Refine attacking skills, passing, dribbling and shooting introduce officiating

Dodgeball:
• Introduce the strategy of blocking a ball
• Explore how to use hands in readiness to catch a ball effectively
• Throwing with accuracy and power
• Understand where to aim when throwing the ball at an opponent (below the knee) and the risks of aiming higher.
• Explore basic attack techniques
• Explore basic defensive tactics</td><td>Basketball:
• Consolidate keeping possession, develop officiating
• Consolidate defending
• Create, understand and apply attacking tactics in game situations
• Create, understand and apply defending tactics in game situations</td></tr>
<tr><td>Knowledge
Invasion</td><td>Basketball:
• How ’marking’ is used during a game and when this is applied.
• How to move the ball up the court, creating an attack that results in a successful shooting opportunity
• Who we are marking during a game and why</td><td>Basketball:
• How we can regain possession if we miss a shot (rebound).
• How different attacking tactics can apply during a game to create shooting opportunities
• How to regain possession if we lose possession of the ball.
• How and when different defensive tactics (high press or retreating back) can be applied during a game to prevent attacking opportunities.</td></tr>
</table>

		• When, where and why we apply different methods of defending in order to prevent the attackers from scoring. Including: marking, intercepting a pass and applying pressure. • What the terms, 'double dribble,' and 'travelling' mean and the consequences if this happens. Double dribble refers to when an attacker who is in possession of the ball dribbles it with two hands simultaneously or dribbles, stops then re-dribbles. • Travelling refers to an attacker who moves with the ball without dribbling. Dodgeball: • How, why and when to block a ball in a game • Understand the consequences of being hit by a ball during a game • When and why, we need to get our hands ready to catch the ball • Understand the consequences of dropping the ball during a game • Develop an understanding of where the best places are to throw on the court that result in us hitting our opponent • When, why and why might we block a ball in a game • Understanding position on the court for effective play	• How to apply the basic rules of basketball and will be able to take responsibility for officiating and managing our own games.
	Skills Coverage Striking and Fielding	Rounders: • Develop fielding tactics maximising players • Understand what happens if the batter misses the ball • Refine fielding tactics, what players where? • Applying tactics in mini games	Rounders: • Introduction to full rounders • Consolidate fielding tactics • Refine our understanding of what happens if the batter misses or hits the ball backwards • Batting considerations Cricket: • Refine & consolidate batting, fielding, bowling, catching and throwing • Create, understand and apply attacking and defensive tactics in game

	Knowledge Striking and Fielding	Rounders: • Where to strike the ball when we are batting depending on where the fielders are standing in order to score rounders. • How to create and apply simple fielding and batting tactics in order for our team to be successful. • How the fielding team can stop the batter scoring if they hit or miss the ball. • Why we need to double up on fielding positions, to maximise our efficiency when we are fielding.	Rounders: • How to create and apply simple fielding and batting tactics in a full game of Rounders, in order for our team to be successful. • The difference between racing rounders and the full game, applying this understanding into mini games. • How to umpire and score in a game. Cricket: • How and when to apply a range of fielding skills into mini games. • Why we need to attack the ball when we are fielding and why when need to apply pressure to the batters. • How and why the role as a batter may change depending on the situation of the game. • Where and how to bowl in order to prevent the batters from scoring runs. Stepping forwards with one foot, releasing the ball from low to high using their opposite hand towards the wicket (stumps). • How to umpire and score in a mini game of cricket, applying the correct signals when umpiring.
Athletics	**Skills Coverage**	• Finishing a race • Evaluating our performance • Sprinting: My personal best • Relay changeovers • Shot Put • Introducing the Hurdles	• Running for speed competition • Running for distance competition • Throwing competition • Jumping competition
	Running	• Why we need to maintain our speed until we cross the finish line. • When and where the changeovers take place on a curved track. • How to hurdle safely, applying the correct technique • How to evaluate our own and others sprinting technique making suggestions on how we can improve our own and others performance	• Why we need to apply accurate head, arm and foot technique to make ourselves run quicker • Why we need to select certain pupils for certain events in order for our team to be successful.
	Jumping		• Apply three types of jumps for a triple jump • Understanding how to use arms and legs for a successful jump.

	Throwing	• How to transfer their body weight to push (put) the shot put and throw the javelin further	• Consolidating knowledge of body stance, weight and technique in throwing
Dance	**Skills Coverage**	• Extending sequences with a partner using compositional principles • Creating movement using improvisation where movement is reactive • Developing character movements • Creating movements to represent different characters	• Performing with technical control and rhythm in a group • Creating rhythmic patterns using the body • Chorographical elements including still imagery • Extending our choreography through controlled movements, character emotion and expression • Explore the relationships between characters applying character emotion and expression
	Canon **Unison** **Chorography** **Fluidity**	• Know how to perform accurately and convincingly in character with big bold actions. • Know how to include a change of speed in our movements • Understand what cannon and unison are and be able to include these chorographical elements in performances. Know that Canon is where pupils perform taking it in turns one after the other. Know that Unison is where pupils perform the same movement at exactly the same time as each other. • How to create a sequence, by accurately combining movements with flow and accurate timings.	• Know how to make effective evaluations of an individuals or pairs' strengths and weaknesses. • Understand why performing at and 'excellent' standard, with accurate timings and fluidity is so important. • Understand what 'Choreography' means and that it is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to perform. • Know how to include a change of speed and dynamic in our movements.
Gymnastics	**Skills Coverage**	• Introduction to Counter Balance • Application of Counter Balance learning onto apparatus • Sequence formation • Counter Tension • Sequence completion	• Introduction to matching/ mirroring • Application of matching/ mirroring learning onto apparatus • Sequence development
	Knowledge	• What 'Counter Balance' and 'Counter Tension' means, understanding the difference between them. • How to include a change of speed in our movements • How to create and execute 'Counter Balances' and 'Counter Tension Balances' with a partner using a variety of levels and connection points. • How to create a sequence, by accurately combining movements and balances, with flow and accurate timings within the Counter Balance and Counter Tension theme.	• What 'Matching' movements mean; Matching is where pupils perform exactly the same movements at the same time • Why performing at and 'excellent' standard, with accurate timings and fluidity is so important. • What 'Mirroring' means; Mirroring is where pupils perform their movements creating a mirror image of each other. • How to create a sequence of movements, bringing together a combination of both matching and mirroring movements, executed with accuracy and fluidity using a range of apparatus

<table>
<tr><td colspan="2">Swimming and Water Safety</td><td colspan="2">All children receive swimming lessons at Iron Monger Row Baths in Years 5 and 6 in 2 weekly intensive blocks

• Swim unaided for 25 metres (or more) using recognised arm & leg movements competently, confidently & consistently
• Swim for 10m on three of the following strokes - Front paddle/ crawl, back stroke, basic breaststroke, butterfly leg kick
• Jump in from poolside, submerge & rise to the surface (1.5m minimum depth)
• Float on front or back without aids for 30 seconds in deep water, then swim back to the wall
• Tread water in deep water without using buoyancy aids for 30 seconds
• Perform a shout & signal rescue (unaided) for 30 seconds
• Exit the water safely without using steps in deep water (1.2m minimum depth)</td></tr>
<tr><td>Inspire Football</td><td></td><td colspan="2">Children in Years 5 and 6 receive three blocks of football coaching from the local charity Inspire Football. Football skills appropriate to age are developed and practiced. These include:
• Dribbling & passing to maintain possession of a ball
• Further develop defending
• Further develop shooting skills
• Introduce and develop officiating
• Develop the organisation of formations, decide tactics and manage teams.
• Teamwork and fair play

Both year groups also enjoy an allocated day of using the football pitch during playtimes to consolidate their skills. A member of staff mentors the children during the lunch-time period.</td></tr>
<tr><td rowspan="3">Outdoor and Adventure Activities</td><td></td><td colspan="2">The children attend a residential trip for two nights in Year 5 and four nights in Year 6. These residential trips include opportunities to participate in instructor led outdoor and adventurous activities. Those offered will vary depending on the location of the residential but may include :- water sports, abseiling, low and high ropes, archery, rifle shooting, survival skills, teamwork, orienteering and map reading, hiking, rock climbing, BMX biking, roller skating.</td></tr>
<tr><td>Skills Coverage</td><td>Orienteering:
• Face orienteering
• Cone orienteering
• Point and return</td><td>
• Point to point
• Timed course
• Orienteering competition</td></tr>
<tr><td>Knowledge</td><td colspan="2">Orienteering:
• How to take responsibility for others and lead others in an effective way.
• Why we have to orientate a map in order to locate points on the map.
• How to plan a route effectively in order to locate as many points as possible.
• How to manage time and avoid being late back and understand why this is important.</td></tr>
</table>