

Lea Community Primary School



Progression of Knowledge – Physical Education



Academic Year 2024-2025

Progression of Knowledge at Lea Community Primary School - PE

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fundamental Movement skills	<p><u>Travelling</u> -To experiment with different ways of travelling; shuffling, running, jumping, skipping, sliding and hopping. -To jump for distance. -To hop on both feet. -To land appropriately. -To climb with confidence under, over and through climbing equipment. -To negotiate space and obstacles safely, with consideration for themselves and others.</p> <p><u>Throwing</u> -To throw underarm and overarm at a target for accuracy and distance.</p> <p><u>Catching</u> -To catch with increasing accuracy, individually and in a paired group.</p> <p><u>Bat/ball skills</u> -To balance, roll and hit a ball with some accuracy and control.</p> <p><u>Vocabulary</u> Run, skip, jump, hop, jog, walk, balance, crawl, slide, throw, catch, aim, alternate, climb, safely.</p>	<p><u>Travelling</u> -To experiment with different ways of travelling; shuffling, running, jumping, skipping, sliding and hopping. -To run in a straight line. -To make a series of jumps. -To find space by dodging and swerving. -To travel with an object.</p> <p><u>Changing direction</u> -To change direction easily. -To make a 180 turn while running. -To change direction to swerve around a zig-zag of cones.</p> <p><u>Throwing</u> -To demonstrate an underarm and overarm throw. -To throw at a target for accuracy and distance.</p> <p><u>Catching</u> -To make adjustments to locate, anticipate, initiate and intercept a moving object. -To catch an object individually and in a paired group.</p> <p><u>Bat/ball skills</u> -To send a ball by aiming, rolling, kicking, bouncing and throwing. -To receive a ball by trapping and catching.</p> <p><u>Vocabulary</u> Direction, swerve, zig-zag, stride, avoid, dodge, target,</p>	<p><u>Travelling</u> -To run as fast as possible. -To jump for distance with control. -To complete an obstacle course with speed and agility. -To travel with an object. -To run in a straight line and touch down to change direction. -To swerve around a zig-zag of cones. -To change direction easily. -To touch the ground to make a 180 turn while running.</p> <p><u>Throwing</u> -To throw underarm accurately into a target. -To throw overarm accurately and for distance. -To throw using a push and two-handed throw for distance. -To throw as far as possible.</p> <p><u>Catching</u> -To catch a ball with increased confidence.</p> <p><u>Bat/ball skills</u> -To send a ball by kicking, bouncing, rolling and throwing. -To receive a ball by trapping and catching.</p> <p><u>Vocabulary</u> Dodge, side, gallop, dummy, split, turn, push, swing, two handed, one handed, obstacle, agility, sprint.</p>				

		underarm, skipping, bouncing, kicking, rolling ball, distance, accurately, speed, direction.					
Gymnastics skills	<p>-To travel in different ways Levels - high/low, Speeds - fast/slow, Body parts - legs, arms, belly, bottom.</p> <p><u>Vocabulary</u> high, low, fast, slow, large body parts, feet, legs, arms, hands, stretch, tuck, travel, hop, bounce, tall, small, mat bench.</p>	<p><i>*To perform fundamental movement skills at a developing level in: Travelling skills. *To perform body actions with some control and coordination.</i></p> <p>-To demonstrate travelling actions on feet (i.e. jog, skip, gallop, hop, walk forwards, backwards). -To demonstrate travelling on hands and feet (i.e. frog, bunny, crab, bear, caterpillar, crocodile, monkey etc). -To demonstrate a roll (rocking on back, pencil, egg roll). -To demonstrate a balance (front support, balance on 4 & 3 points, large body parts, tummy, back, bottom, shoulder). -To show a jump 2 feet to 2 feet with a straight shape, tuck shape and wide shape. -To apply the skills of travelling, rolling and jumping into a simple sequence with different shapes (wide, thin). -To demonstrate the skills of travelling, rolling and jumping using apparatus.</p> <p><u>Vocabulary</u> Control, balance, roll, hold, push, pull, hop, skip, spring, jump, land, straight, curved, over, along, on top, forwards, stride, step, pencil, egg, teddy bear, landing, beam.</p>	<p><i>*To perform fundamental movement skills at a developing level and start to master some basic movements in: Travelling skills. * To perform body actions with control and coordination.</i></p> <p>-To demonstrate travelling actions on feet (i.e. jog, skip, gallop, hop, walk forwards, backwards). - To demonstrate travelling on hands and feet (i.e. frog, bunny, crab, bear, caterpillar, crocodile, monkey etc). -To demonstrate a roll (rocking on back, pencil, egg roll, dish roll, teddy bear/ circle, forward roll). -To demonstrate a balance (front support, balance on 4 & 3 points, large body parts, tummy, back, bottom, shoulder). -To demonstrate different shapes (wide, thin, dish, arch, tuck). -To create and demonstrate a simple sequence using rolling, jumping and travelling. -To demonstrate the skills of travelling, rolling and jumping using apparatus.</p> <p><u>Vocabulary</u> Backwards, under, through, tension, smooth, steady, roll, straddle, tuck, sequence, half, quarter, three quarter, full balance, improve, evaluate, present, point, dish, front support, back</p>	<p><i>*To master most fundamental movement skills from KS1 and start to develop sport specific skills and perform them with some accuracy and extension.</i></p> <p>-To demonstrate travelling actions on feet & hands and feet. -To demonstrate basic rolls (rocking on back, pencil, egg rolls, dish roll, teddy bear/ circle roll, forward roll). with accuracy and control. -To demonstrate balances using small body parts/with stillness on 1, 2, 3 and 4 points of the body. -To demonstrate different jumps (i.e. 2 foot jump and land). -To create a sequence to include at least six actions with a change of direction and speed. -To demonstrate the skills of travelling, balancing, rolling and jumping using apparatus. -To evaluate performance of self/partner.</p> <p><u>Vocabulary</u> Land, bend, combine, explode, spring, vault, stride, 90 degrees, 180 degrees, rotate, sprint, transition, spring board, unison.</p>	<p><i>*To master fundamental movement skills and start to develop sport specific skills performing them with consistency, accuracy and some control.</i></p> <p>-To demonstrate travelling actions on feet & hands and feet. -To demonstrate basic rolls with accuracy and control (rocking on back, pencil, egg rolls, dish roll, teddy bear/ circle roll, forward roll). -To show balances using large body parts (dish and arch, one foot balance, arabesque). -To demonstrate different shapes when jumping (jump $\frac{1}{4}$ & $\frac{1}{2}$ turn). -To create and demonstrate a gymnastic sequence of 6 actions. -To use apparatus as part of a sequence that demonstrates different travelling, balancing, rolling and jumping actions. -To evaluate performance of self/partner.</p> <p><u>Vocabulary</u> Supple, twists, support, level, wide, narrow.</p>	<p><i>*To continue to develop sport specific skills and perform them consistency, accuracy, confidence and control.</i></p> <p>-To demonstrate travelling actions on feet & hands and feet. -To demonstrate basic rolling actions with accuracy and control. -To perform partner balances which includes counter-balance and counter-tension actions. -To create a gymnastic sequence with counter balances and counter tension with a partner. -To create a paired sequence to include 8 elements including paired balances with clear start and finish positions. -To use apparatus to create a sequence which involves counter balances and counter tension with a partner. -To evaluate performance and recognise their own success.</p> <p><u>Vocabulary</u> Gesture, balance, counter, counter-balance, matched, mirrored, tension, counter-tension.</p>	<p><i>*To continue to develop sport specific skills and perform them consistency, accuracy, confidence, control and speed.</i></p> <p>-To demonstrate travelling actions on feet & hands and feet. -To demonstrate basic rolling actions with accuracy and control. -To perform shapes and balances with a partner and in groups. -To create a gymnastic sequence with counter balances and counter tension in a group. -To create a sequence of gymnastic actions, paired and group balances using apparatus. -To evaluate performance and recognise own success.</p> <p><u>Vocabulary</u> Gesture, balance, counter, counter-balance, matched, mirrored, tension, counter-tension.</p>

			support, starting position, finish position, dismount.				
Dance skills	<p>-To travel by crawling, rolling and skipping. -To step and clap in time to the music. -To copy simple actions of the teacher.</p> <p><u>Vocabulary</u> Crawl, roll, skip, step, clap, beat, time, tempo, copy, movement.</p>	<p><i>*To perform fundamental movement skills at a developing level.</i> <i>*To perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance.</i></p> <p><u>Body Actions</u> -To copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds, objects). Travel, Turn, Jump, Gesture, Stillness -To copy simple movement patterns. -To show and tell using body actions to explore moods, ideas and feelings. -To vary speed, strength, energy and tension of their movements.</p> <p><u>Vocabulary</u> Travel, turn, spin, waddle, slide, step, freeze, rhythm, copy, explore, beginning, middle, end.</p>	<p><i>*To perform fundamental movement skills at a developing level and start to master some basic movements.</i> <i>*To perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities.</i></p> <p><u>Body Actions</u> -To copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds, objects). Travel, Turn, Jump, Gesture, Stillness -To copy simple movement patterns. -To show and tell using body actions to explore moods, ideas and feelings. -To vary speed, strength, energy and tension of their movements.</p> <p><u>Vocabulary</u> Bob, moods, feelings, expression, speed, strength, energy, tension, jump, independent, evaluate, tiptoe, march.</p>	<p><i>*To perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control.</i></p> <p>-To perform dances expressively, using a range of performance skills. -To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. -To perform more complex dance phrases that communicates character and narrative. -To perform in a whole class performance.</p> <p><u>Vocabulary</u> Freeze, body, actions, group, work, ensemble, gesture, repetition, repeat, 4 count, choreography.</p>	<p><i>*To perform dances clearly and fluently and show sensitivity to the dance idea and the accompaniment.</i></p> <p>-To perform dances expressively, using a range of performance skills. -To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. -To perform more complex dance phrases that communicates character and narrative. -To perform in a whole class performance.</p> <p><u>Vocabulary</u> Stimuli, space, dance, phrase, improvisation, character, action and reaction, prop, pattern.</p>	<p><i>*To perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance.</i></p> <p>-To perform dances expressively, using a range of performance skills. -To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. -To perform more complex dance phrases that communicates character and narrative. -To perform in a whole class performance.</p> <p><u>Vocabulary</u> Dance, style, technique, interpret, freestyle, unison, canon, motif, interpret.</p>	<p><i>*To perform dances fluently and with control and can perform to an accompaniment expressively and sensitively.</i></p> <p>-To perform dances expressively, using a range of performance skills. -To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. -To perform more complex dance phrases that communicates character and narrative. -To perform in a whole class performance.</p> <p><u>Vocabulary</u> Dance, style, technique, interpret, freestyle, unison, canon, motif, interpret.</p>
Athletic skills	<p><u>Vocabulary</u> Run, jump, land, bent knees, jog.</p>	<p><i>*To perform fundamental movement skills at a developing level.</i></p> <p><u>Travelling</u> -To show a hopping skill with rhythm. -To show running and changing directly quickly. -To show good posture when running fast. -To complete a running and jumping course.</p> <p><u>Jumping</u> -To demonstrate jumping actions (2 feet to 2 feet, 2</p>	<p><i>*To perform fundamental movement skills at a developing level and start to master some basic movements.</i></p> <p><u>Travelling</u> -To travel with control using varying stride lengths. -To run with good posture and balance. -To start, stop and change pace with control. -To complete an obstacle course with speed, control and agility.</p>	<p><i>*To master fundamental movement skills and start to develop athletic specific skills performing them with consistency and accuracy.</i></p> <p><u>Travelling</u> -To explore different running techniques. -To demonstrate a good running posture. -To sprint rapidly over short distances, as an individual and as part of a team. -To maintain a good running</p>	<p><i>*To master fundamental movement skills and start to develop athletic specific skills performing them with consistency and accuracy.</i></p> <p><u>Travelling</u> -To explore different running techniques. -To demonstrate a good running posture. -To sprint rapidly over short distances, as an individual and as part of a team. -To maintain a good running</p>	<p><i>*To continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed.</i></p> <p><u>Travelling</u> -To run with speed and agility. -To demonstrate quick reactions and rapid acceleration. -To accelerate from a variety of static positions. -To demonstrate the</p>	<p><i>*To continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed.</i></p> <p><u>Travelling</u> -To sprint rapidly over short distances, as an individual and as part of a team. -To change direction quickly. -To demonstrate good running posture.</p>

<p>feet to 1 foot, 1 foot to 2 feet, 1 foot to 1 foot).</p> <p>-To demonstrate jumping as far as possible and landing safely with control.</p> <p><u>Throwing</u></p> <p>-To demonstrate throwing underarm with some accuracy.</p> <p>-To demonstrate rolling a ball with some accuracy.</p> <p><u>Vocabulary</u></p> <p>Running, speed, throw, skip, aim, bounce, jump, leap, hop, target, overarm, underarm, walking, jogging, baton, I shape, straight arm, relay, take off, landing, sprint, spring, hurdle, balance.</p>	<p><u>Jumping</u></p> <p>-To demonstrate jumping actions for distance.</p> <p>-To demonstrate a standing long jump 2 feet to 2 feet.</p> <p><u>Throwing</u></p> <p>-To throw underarm accurately into a target.</p> <p>-To throw overarm accurately.</p> <p>-To throw overarm for distance.</p> <p>-To throw using a push and two-handed throw for distance.</p> <p><u>Vocabulary</u></p> <p>Throw, high, low, skip, aim, fast, slow, safely, step, bounce, jump, leap, hop, repeat, run, target, overarm, underarm, walking, jogging, accelerate, baton, relay, push, take off, landing, evaluate, improve.</p>	<p>technique when sprinting over obstacles.</p> <p>-To develop relay skills to exchange baton with increased accuracy.</p> <p>-To change direction quickly.</p> <p><u>Jumping</u></p> <p>-To demonstrate a combination of jumping actions.</p> <p>-To develop jumping actions (two feet to two feet for distance).</p> <p>-To use a short run to jump from one to two feet.</p> <p>-To jump for height with control and balance.</p> <p>-To demonstrate control in landing.</p> <p>-To perform a hop, step and jump combinations with balance and control.</p> <p>-To perform a standing long jump for distance.</p> <p>-To perform a combination of 5 jumps.</p> <p><u>Throwing</u></p> <p>-To demonstrate throwing actions (push, pull and sling).</p> <p>-To throw for distance using a pull, push and sling throw.</p> <p><u>Vocabulary</u></p> <p>Hop, skip, jump, long, length, power, control, agility, acceleration, sling, pull, distance, sprint, steady pace, accuracy, height, record, joints, rhythm, leading leg, measure, underarm, overarm, heartbeat, pulse, rate, jogging, walk, hurdles, landing, control, preferred, landing foot, time, stamina, obstacles, stance, diagonal, approach, speed, relay.</p>	<p>technique when sprinting over obstacles.</p> <p>-To develop relay skills to exchange baton with increased accuracy.</p> <p>-To change direction quickly.</p> <p>-To accelerate and decelerate rapidly.</p> <p><u>Jumping</u></p> <p>-To demonstrate a combination of jumping actions.</p> <p>-To develop jumping actions (two feet to two feet for distance).</p> <p>-To use a short run to jump from one to two feet.</p> <p>-To jump for height with control and balance.</p> <p>-To demonstrate control in landing.</p> <p>-To perform a hop, step and jump combinations with balance and control.</p> <p>-To perform a standing long jump for distance.</p> <p>-To demonstrate an increased ability to jump far.</p> <p>-To perform a combination of 5 jumps.</p> <p><u>Throwing</u></p> <p>-To demonstrate throwing actions (push, pull and sling).</p> <p>-To throw for distance using a pull, push and sling throw.</p> <p><u>Vocabulary</u></p> <p>hop skip jump, long, length, power, control, agility, acceleration, sling, pull, distance, sprint, steady, pace, accuracy, height, record, joints, rhythm, leading leg, measure, underarm, overarm, heartbeat, pulse, rate,</p>	<p>ability to change speed.</p> <p>-To sustain jogging and running at a consistent pace for a few minutes.</p> <p>-To sprint over and between obstacles using consistent stride lengths.</p> <p>-To state a 'lead leg' preference when sprinting over hurdles.</p> <p><u>Jumping</u></p> <p>-To use jumping combinations to move around a space.</p> <p>-To perform dynamic combination jump sequences with control.</p> <p>-To hop for distance.</p> <p>-To perform triple jump combination sequences with balance and control.</p> <p>-To jump for distance from one foot to two feet.</p> <p>-To jump from side to side with balance, speed and rhythm.</p> <p>-To perform a scissor jump from a short run-up.</p> <p><u>Throwing</u></p> <p>-To demonstrate a dynamic two-handed push throw.</p> <p>-To perform push throws to reach a target on the ground.</p> <p>-To demonstrate a controlled pull throw action.</p> <p>-To throw for accuracy/ distance.</p> <p>- To demonstrate a dynamic sling throw.</p> <p>-To demonstrate a dynamic heave throw.</p> <p><u>Vocabulary</u></p> <p>Sprint, team, distance, measure target, pacing rhythm, obstacles, leading leg, hurdles, throwing, speed, accuracy, take off,</p>	<p>-To sprint over and between obstacles using consistent stride lengths.</p> <p><u>Jumping</u></p> <p>-To jump for distance from two feet to two feet.</p> <p>-To hop, step and jump in the correct sequence with speed and balance.</p> <p>-To use a short run to jump from one to two feet.</p> <p>-To jump for height from standing.</p> <p>-To perform hop and jump combinations with balance and control.</p> <p>-To use jumping combinations to move around a space.</p> <p>-To perform dynamic combination jump sequences with control.</p> <p>-To hop for distance.</p> <p>-To perform triple jump combination sequences with balance and control.</p> <p>-To jump for distance from one foot to two feet.</p> <p>-To jump from side to side with balance, speed and rhythm.</p> <p>-To perform a scissor jump from a short run-up.</p> <p>-To state a 'lead leg' preference when sprinting over hurdles.</p> <p><u>Throwing</u></p> <p>-To demonstrate the sling throw technique.</p> <p>-To demonstrate a forward and overhead heave throw.</p> <p>-To describe the effect of throwing from sitting, kneeling or standing.</p> <p>-To demonstrate a two handed push throw.</p> <p><u>Vocabulary</u></p>
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					jogging, walk, hurdles, landing.	stamina, release, performance, accuracy, take off, distance, target time, position, measure, control, run up, hurdles.	Sprint, team, distance, measure target, pacing rhythm, obstacles, leading leg, hurdles, throwing, speed, accuracy, take off, stamina, release, performance, accuracy, take off, distance, target time, position, measure, control, run up, hurdles.
Striking and Fielding skills			<ul style="list-style-type: none"> -To demonstrate an overarm throw for distance. -To strike a ball for distance. -To play a simple striking and fielding game and use a simple tactic. 	<ul style="list-style-type: none"> <i>*To master most fundamental movement skills from KS1 and start to develop sport specific skills and perform them with some accuracy.</i> -To demonstrate an underarm throw with accuracy. -To demonstrate an underarm bowl with some accuracy. -To strike a ball off a tee. -To catch a ball. -To field a ball and return it quickly. -To apply simple tactics in a modified competitive game. 	<ul style="list-style-type: none"> <i>*To master fundamental movement skills from KS1 and start to develop sport specific skills performing them with consistency and accuracy.</i> -To demonstrate an underarm throw with accuracy. -To demonstrate an underarm bowl with some accuracy. -To strike a ball off a tee. -To catch a ball. -To field a ball and return it quickly. -To apply simple tactics in a modified competitive game. 	<ul style="list-style-type: none"> <i>*To continue to develop sport specific skills and perform them with consistency, accuracy, confidence and control.</i> -To demonstrate bowling underarm with accuracy. -To demonstrate bowling overarm. -To catch a ball when fielding. -To strike a ball off a tee. -To strike a bowled ball. -To field a ball and throw back overarm. -To continue to develop tactical knowledge during gameplay. 	<ul style="list-style-type: none"> <i>*To continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.</i> -To demonstrate bowling underarm with accuracy. -To demonstrate bowling overarm with accuracy. -To catch a ball when fielding. -To strike a ball off a tee. -To strike a bowled ball. -To field a ball and throw back overarm. -To continue to develop tactical knowledge during gameplay.
Net and Wall Games skills				<ul style="list-style-type: none"> <i>*To master most fundamental movement skills from KS1 and start to develop sport specific skills and perform them with some accuracy.</i> -To demonstrate a standing ready position. -To explore different throwing actions including an underarm and overarm throw. -To consolidate catching skills. -To hold a racket. -To strike a ball with a racket. -To improve movement skills and body positions. 	<ul style="list-style-type: none"> <i>*To master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy.</i> -To demonstrate a standing ready position. -To explore different throwing actions including an underarm and overarm throw. -To consolidate catching skills. -To hold a racket. -To strike a ball with a racket. -To improve movement skills and body positions. <p><u>Vocabulary</u></p>	<ul style="list-style-type: none"> <i>*To continue to develop sport specific skills and perform them with consistency, accuracy, confidence and control.</i> -To throw a ball accurately. -To hold a racket correctly. -To demonstrate a forehand shot with some consistency. -To demonstrate a backhand shot with some consistency. -To direct the ball reasonably well to a partner and hit the ball to targets away from their partner. <p><u>Vocabulary</u></p>	<ul style="list-style-type: none"> <i>*To continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.</i> -To throw a ball accurately. -To hold a racket correctly. -To demonstrate a forehand shot with some consistency. -To demonstrate a backhand shot with some consistency. -To direct the ball reasonably well to a partner and hit the ball to targets away from their partner. <p><u>Vocabulary</u></p>

				<p><u>Vocabulary</u> Serve, sending, receiving, aim, strike, balance, control, space, target, set, repeat, underarm, swing, clean contact, hand grip.</p>	<p>Serve, sending, receiving, aim, strike, balance, control, space, target, set, repeat, underarm, swing, clean contact, hand grip, dropping it, position, stance, territory.</p>	<p>Serve, sending, receiving, aim, strike, balance, control, space, target, set, repeat, underarm, swing, clean contact, hand grip, forehand, backhand, dropping it, position, stance, territory, technique, volley.</p>	<p>Serve, sending, receiving, aim, strike, balance, control, space, target, set, repeat, underarm, swing, clean contact, hand grip, forehand, backhand, technique, volley, smash, lobbing, overarm serve, acceleration, speed, evaluating, adapting.</p>
Invasion Game skills		<p><i>*To perform fundamental movement skills at a developing level in:</i> -Travelling skills -Sending skills -Receiving skills</p> <p>-Running -Side gallop -Rolling a ball -Bounce a ball -Catch a ball -Underarm throw -Overarm throw</p> <p><u>Vocabulary</u> Throw, target, accurate, distance, catch, hands, eyes, watch, ready, pass, run, control, touch, dribble, shoot, score.</p>	<p><i>*To perform fundamental movement skills at a developing level and start to master some basic movements in:</i> -Travelling skills -Sending skills -Receiving skills</p> <p>-Running -Side gallop -Dodging -Rolling a ball -Bounce a ball -Catch a ball -Underarm throw -Overarm throw -Strike a ball -Strike a ball off a tee -Strike with a drop feed</p> <p><u>Vocabulary</u> Throw, target, accurate, distance, catch, hands, eyes, watch, ready, pass, run, control, touch, dribble, shoot, score.</p>	<p><i>*To master most fundamental movement skills from KS1 and start to develop sport specific skills and perform them with some accuracy.</i></p> <p><u>Three touch ball (netball)</u> -Running -Dodging -Chest pass -Bounce pass -Catching a ball</p> <p><u>Three touch ball (rugby)</u> -Running -Dodging -Swing pass -Catching a ball</p> <p><u>Three touch ball (handball)</u> -Running -Dodging -One handed pass -One handed bounce pass -Catching a ball</p> <p><u>Vocabulary</u> Forward, pass, knock on, obstruction, touch, try line, tag, offside, draw, wall, touchline, keep possession, score, making space, pass/send/receive/travel with a ball, make use of space, points/goals, rules, tactics, batting, fielding, defending, hitting, passing, dribbling, shooting, support, marking, pitch.</p>	<p><i>*To master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy.</i></p> <p><u>On the attack (basketball)</u> -Running -Chest pass -Bounce pass -Dribbling a ball</p> <p><u>On the attack (rugby)</u> -Running -Dodging -Swing pass -Catching a ball</p> <p><u>On the attack (handball)</u> -Running -Dodging -One handed pass -One handed bounce pass -Catching a ball -Shooting a ball</p> <p><u>Vocabulary</u> keep possession, score, making space, pass/send/receive/travel with a ball, make use of space, points/goals, rules, tactics, batting, fielding, defending, hitting, forward, pass, knock on, obstruction, touch, try/tag try line, offside, league, draw, wall, touchline, passing, dribbling, shooting, support, marking, pitch.</p>	<p><i>*To continue to develop sport specific skills and perform them with consistency, accuracy, confidence and control.</i></p> <p><u>Core Task (netball)</u> -Running -Dodging -Chest pass -Bounce pass -Catching a ball -Shoulder pass -Shooting</p> <p><u>Core Task (rugby)</u> -Running -Dodging -Swing pass -Catching a ball -Kicking a ball</p> <p><u>Core Task (hockey)</u> -Running -Push pass -Dribbling -Receiving a pass -Shooting</p> <p><u>Vocabulary</u> shin protector, mouth guard, official, foul, centre pass, obstruction, defender, midfielder, attacker, penalty, goal, free pass, shooting, circle, penalty, corner, feed, goal, offside, transverse lines, centre circle, centre pass, shooter, goal attack, centre goal, defence, goalkeeper, offside, draw, wall, forward pass, knock on,</p>	<p><i>*To continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.</i></p> <p><u>Calling the shots (netball)</u> -Running -Dodging -Chest pass -Bounce pass -Catching a ball -Shoulder pass -Shooting</p> <p><u>Calling the shots (rugby)</u> -Running -Dodging -Swing pass -Catching a ball -Kicking a ball</p> <p><u>Calling the shots (hockey)</u> -Running -Push pass -Dribbling -Receiving a pass -Shooting</p> <p><u>Vocabulary</u> shin protector, mouth guard, official, foul, centre pass, obstruction, defender, midfielder, attacker, penalty, goal, free pass, shooting, circle, penalty, corner, feed, goal, offside, transverse lines, centre circle, centre pass, shooter, goal attack, centre goal, defence, goalkeeper, offside, draw,</p>

						obstruction, touch, try, try line, offside.	wall, forward pass, knock on, obstruction, touch, try, try line, offside.
Outdoor and Adventurous Activity skills			<p>-Be responsible for self and other members. -To cooperate and work as a team. -To communicate effectively with members of a team. -To make decisions to navigate around the grounds to find markers and return to a control site.</p> <p><u>Vocabulary</u> Rules, maps, partner and teamwork, competition, direction, skills, move/travel safely, instructions (clear), trust, team building, problem solving, communication (verbal and nonverbal), orienteering, resilience.</p>	<p><i>*To master most fundamental movement skills from KS1 and start to develop sport specific skills and perform them with some accuracy and extension.</i></p> <p>-To orientate a map to solve simple tasks. -To recognise some map symbols to aid collaboration. -To know how to use a control card to locate places within school grounds. -To navigate a course safely. -To demonstrate working as part of a team to solve challenges. -To communicate and explain how they worked together to solve challenges.</p> <p><u>Vocabulary</u> Route, symbols, organisation, encouragement, improve, challenge, instructions (concise).</p>	<p><i>*To master fundamental movement skills and start to develop sport specific skills performing them with consistency, accuracy and some control.</i></p> <p>-To demonstrate working as part of a team to solve challenges. -To demonstrate teamwork skills during planning, doing and reviewing. -To travel and balance safely when carrying out challenges. -To solve trust challenges with a partner. -To know how to use a control card to locate places within school grounds. -To orientate a map to solve simple tasks. -To recognise some map symbols to aid collaboration.</p> <p><u>Vocabulary</u> Route, symbols, organisation, encouragement, improve, challenge, instructions (concise).</p>	<p><i>*To continue to develop sport specific skills and perform them with consistency, accuracy, confidence and control.</i></p> <p>-To know how to keep the map "set" or "orientated" when they move around a simple course. -To understand the eight points of a compass. -To navigate to a control marker on a score event course. -To communicate effectively, trust and work with others to solve problems. -To listen to the ideas of others and record information accurately at the control marker. -To apply strategies for remembering important information. -To generate and share ideas confidently and review performance in a task.</p> <p><u>Vocabulary</u> Transition, effective communication, responsibility, application, strategy, generate, share ideas.</p>	<p><i>*To continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.</i></p> <p>-To set a map using a compass. -To practice and refine thumbing the set map (orientated). -To set direction of travel from the map, using a compass. -To follow instructions in order to complete an orienteering course. -To develop communication and problem-solving skills when working as part of a team. -To listen to the ideas of others and record information accurately. -To trust and work with others to solve problems whilst being responsible for others. -To generate and share ideas confidently and review performance in a task.</p> <p><u>Vocabulary</u> Transition, effective communication, responsibility, application, strategy, generate, share ideas.</p>
Swimming skills						2 Week block (10 sessions) <u>Beginners</u> (non-swimmers and developing swimmers) -To learn how to keep afloat, move in the water,	Catch up - 1 week block (5 sessions) <u>Beginners</u> (non-swimmers and developing swimmers) -To learn how to keep afloat, move in the water,

						<p>meet challenges and breathe when swimming. -To swim between 10 and 20 metres unaided in shallow water. -To use arms and legs to propel themselves.</p> <p><u>Developing and Competent swimmers</u> -To swim between 50 and 100 metres and keep swimming for 45 to 90 seconds. -To use three different strokes, swimming on front and back. -To control breathing and swim confidently & fluently on the surface and under water. -To understand the dangers of water locally and nationally. -To learn how and why to use appropriate survival and self-rescue skills.</p>	<p>meet challenges and breathe when swimming. -To swim between 10 and 20 metres unaided in shallow water. -To use arms and legs to propel themselves.</p> <p><u>Developing and Competent swimmers</u> -To swim between 50 and 100 metres and keep swimming for 45 to 90 seconds. -To use three different strokes, swimming on front and back. -To control breathing and swim confidently & fluently on the surface and under water. -To understand the dangers of water locally and nationally. -To learn how and why to use appropriate survival and self-rescue skills.</p>
Cycling skills	<p>Learn to Ride / Balanceability</p> <p>-To balance, pedal and ride a bike independently.</p>	<p>Balance bikes</p> <p>-To balance, pedal and ride a bike independently.</p>	<p>Fun Cycle skills / Go Ride Coaching</p> <p>-To introduce games and races to increase confidence on a bike.</p>	<p>Fun Cycle skills / Go Ride Coaching</p> <p>-To introduce games and races to increase confidence on a bike.</p>	<p>Map Reading and Route Planning</p> <p>-To learn basic map reading and route planning to make independent journeys.</p>	<p>Bikeability Level 1&2 Combined</p> <p>-To understand road safety on bikes. -To maintain your cycle, glide and control your bike. -To stop and start, passing vehicles on quiet roads and understanding the road.</p>	<p>Bikeability Level 3</p> <p>-To learn more advanced road skills, including how to: use the best riding position for any situation, ride alongside other cyclists, ride and negotiate on more complex roads.</p>