

BHP Curriculum Progression for PE

Unit of work: Fundamental movement skills

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Physical literacy:</u> <u>Fundamental</u> <u>movement skills</u> -To be able to run and change directions quickly with control -To be able to jump for distance with control. -To be able to hop in different directions with control. -To gallop with rhythm & control in different directions. -To skip in different directions with control. -To gain power to get height in jump. -To challenge & improve skills. -To work cooperatively with a partner to lead and complete a task.	<u>Physical literacy:</u> <u>Fundamental</u> <u>movement skills</u> -To be able to run and change directions quickly with control. -To be able to jump for distance with control. -To be able to hop in different directions with control. -To gallop in different directions at speed. -To skip with a rope. -To gain power to get height in jump. -To challenge & improve skills. -To devise a game to develop a skill and work cooperatively.				

# Unit of work: Invasion Games

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Physical literacy:</u> <u>Invaders</u> -To slide a bean bag towards a target. -To describe a partner's rolling action. -To dribble a ball with control. -To throw accurately underarm to a target. -To catch a ball with 2 hands consistently from close distance. -To control a moving ball with dominant Foot. -To move a ball towards a target with control. -To be able to control the rugby ball on move. -To describe a partner's actions.	<u>Physical literacy:</u> <u>Invaders</u> -To be able to change direction at speed with control. -To be able to move a ball with hands on the move. -To pass the ball with 2 hands to a partner. -To control a moving ball with dominant foot. -To move a ball towards a target with control. -To be able to control the rugby ball with 2 hands. -To develop a game that improves a skill. -To work with partner to follow rules and score points. -To develop a game to practise a skill.	<u>Handy Ball</u> -To retrieve and carry a ball one handed, travelling in a variety of different ways. -To demonstrate correct catching technique. -To perform a one handed over arm throw. -To pass and move into a space. -To know the 3 step rule. -To pass the ball then move into a space to receive the ball. -To develop correct shooting technique by throwing accurately at a target. -To create a game to develop and improve the one handed overarm pass. - To co-operate with others to work in a team.	<u>Basketball</u> -To be able to pass and receive with increased control and accuracy. -To be able to use a variety of passes to keep possession. -To be able to use the jump stop and pivot. -To understand the travel rule. -To be able to pass and receive the ball on the move. -To be able to keep head up whilst dribbling. -To be able to dribble with both R and L hands. -To be able to use correct shooting technique from close range. -To know how to mark a player using a defensive stance. -To learn to dribble and pass the ball towards	<u>Netball</u> -To perform 3 different passes with control and accuracy. -To land correctly when catching a ball in netball. -To pass and receive on the move demonstrating correct footwork. -To shoot with accuracy (scoring 50% of the time). -To dodge to move into a space. -To mark a player without the ball. -To know where each position stands on court for a centre pass in Hi5 netball. -To know 3 basic rules for netball. -To know what to practise to improve performance. -To play in a conditioned passing game and show	<u>Basketball</u> -To pass and receive with increased control and accuracy. -To use correct footwork and understand the travel rule. -To pass the ball on the move and to signal for the ball effectively. -To keep head up whilst dribbling the ball and to beat a defender when dribbling. -To shoot with more accuracy (70%) at a target and to use fast break to move the ball up court quickly. -To learn the correct mam to man defence technique. -To learn how to outwit a defender using 1 v1 skills such as jab step & fake and drive. -To understand basic positions in basketball.

		<p>-To play in a conditioned passing game and implement simple team tactics and scoring system.</p> <p><u>Netball</u></p> <ul style="list-style-type: none"> <li>-To demonstrate correct 2 footed landing.</li> <li>-To perform a chest pass to a partner.</li> <li>-To pass the ball using a bounce or overhead pass.</li> <li>-To demonstrate the correct technique for shooting.</li> <li>-To show a change in speed to lose an opponent.</li> <li>-To perform a dodge to receive a pass.</li> <li>-To mark a player without a ball to stop the attacker receiving a pass.</li> <li>-To plan simple tactics to play the core task.</li> <li>-Play end ball core task game.</li> <li>- To support other team players by</li> </ul>	<p>the basket.</p> <p>- To implement basketball skills into a game situation by working in a team.</p> <p><u>Football</u></p> <ul style="list-style-type: none"> <li>-To control the ball when travelling.</li> <li>-To pass the ball with control.</li> <li>-To pass and receive the ball with control.</li> <li>-To shoot the ball at a target from varying distances to score a point.</li> <li>-To pass the ball to a partner avoiding a defender.</li> <li>-To make a decision on when to successfully intercept the ball.</li> <li>-To mark a player with the ball.</li> <li>-To recall at least 3 basic rules of the Game.</li> <li>-Play end ball core task game.</li> </ul>	<p>awareness of attack and defence positions.</p> <p><u>Hockey</u></p> <ul style="list-style-type: none"> <li>-To dribble the ball at speed and change direction.</li> <li>-To demonstrate dribbling and passing the ball on the move.</li> <li>-To perform reverse stick to change direction.</li> <li>-To dribble the ball around a defender and tackle the ball from another player.</li> <li>-To shoot at goal from a crossed ball.</li> <li>-To demonstrate dodging to lose your opponent.</li> <li>-To mark another player without the ball.</li> <li>-To plan tactics for a short corner situation.</li> <li>-To plan an activity to develop passing over both long and short distances.</li> <li>-Play core task game.</li> </ul>	<p>-To demonstrate attacking and defence tactics in a game.</p> <p><u>Football</u></p> <ul style="list-style-type: none"> <li>-To perform dribbling and turning skills to keep possession of the ball.</li> <li>-To pass the ball accurately over both short and long distances.</li> <li>-To choose when and where to pass the ball to another player.</li> <li>-To shoot from different angles in front of the goal.</li> <li>-To close down play to perform a block tackle.</li> <li>-To perform basic goalkeeping skills.</li> <li>-To control the ball with different parts of the body.</li> <li>-To demonstrate the correct technique for a throw in.</li> <li>-To implement football skills learnt into a game situation by playing in different</li> </ul>
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		<p>moving into space to receive the ball.</p> <p><u>Hockey</u></p> <ul style="list-style-type: none"> <li>-To dribble a ball with control.</li> <li>-To pass the ball over a short distance to stationary player.</li> <li>-To pass the ball over a longer distance to stationary player.</li> <li>-To pass and move with a partner unopposed.</li> <li>-To shoot the ball accurately at a target.</li> <li>-To work as a team to pass the ball with increasing speed and accuracy.</li> <li>-To perform a block tackle.</li> <li>-To plan simple tactics to play the core task.</li> <li>- To implement hockey skills and simple tactics into a game situation by working in a team.</li> </ul>	<ul style="list-style-type: none"> <li>- To implement football skills into a game situation</li> <li>-To support other pupils in the group.</li> </ul>	<ul style="list-style-type: none"> <li>- To implement hockey skills into a game to be successful in a competitive situation.</li> </ul>	<p>roles i.e. attacker, defender, goalkeeper and referee.</p>
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## Unit of work: Athletics

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Physical literacy:</u> <u>Athletics skills</u> -To be able to move with control at speed. -To be able to vary the speed of running. -To be able to land with control when Jumping. -To demonstrate how to jump over objects. -To be able to throw objects to gain distance. -To be able to throw objects towards a target. -To follow instructions to complete an athletics circuit. -To work with a partner to record a score.	<u>Physical literacy:</u> <u>Athletics skills</u> -To be able to run quickly towards a target. -To demonstrate a controlled change of speed when running. -To perform a combination of jumps with control. -To demonstrate different ways of leaving floor to gain height. -To be able to throw objects using different styles to gain distance. -To demonstrate ability to throw an object to a target. -To follow instructions to complete an athletics circuit. -To score activities accurately.	<u>Athletics</u> -To run at speed over short distances. -To sustain a suitable pace when running for a longer time. -To investigate throwing styles from different start positions. -To investigate the correct technique to improve distance when throwing over arm. -To perform a balanced landing on 2 feet when jumping forwards. -To combine hopping and jumping with control. -To maintain good running technique when sprinting over obstacles. -To work as a team to score points in an athletics circuit. -Perform an activity from core task 1 (See slide 4).	<u>Athletics</u> -To describe 3 tips for sprinting. -To demonstrate changes in running style between sprinting and distance events. -To describe best the stance for a one handed push and pull throw. -To throw using a straight arm technique similar to discus. -To identify 3 tips when jumping for distance and height. -To practise and improve technique for race walking. -To pass and receive a baton effectively. -To follow instructions to set up station safely as part of an athletics circuit. -Perform an activity from core task 2 (see slide 4).	<u>Athletics</u> -To sprint over short distances with a correct running style. -To run at a sustained and consistent pace. -To demonstrate a controlled shot put throwing action. -To demonstrate the discus throwing technique. -To describe the triple jump combination correctly. -To jump for distance taking off on one foot and landing on 2. -To use rhythm when running over obstacles. -To measure and record performance in a variety of different events. -Perform one of the core task activities –see slide 4. - Participate in competition and	<u>Athletics</u> -To pass a relay baton using a downward sweep. -To plan and devise an endurance circuit to sustain pace over a longer time. -To throw a javelin using a pull action. -To demonstrate a dynamic heave throw. -To perform a scissor jump from a short run up. -To perform the triple jump sequence in the correct order. -To plan and lead an athletics festival. -To take part in another group's festival and give feedback on each event. -To participate in competition and personal challenges to improve performance.

		- To be able to safely participate in competitive activity or personal challenge.		personal challenges to improve performance.	
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Unit of work: Indoor & outdoor fitness

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p><u>Indoor fitness</u></p> <ul style="list-style-type: none"> <li>-To copy &amp; refine a partner's moves.</li> <li>-To know what the heart does and what exercises help it.</li> <li>-To perform basic rope skills.</li> <li>-To name muscles being exercised.</li> <li>-To keep moving for 5 minutes.</li> <li>-To perform core exercises safely and with control.</li> </ul> <p><u>Outdoor fitness</u></p> <ul style="list-style-type: none"> <li>-To perform a variety of fundamental movement and sport skills.</li> <li>-To change direction quickly with control.</li> <li>-To name different ways of moving.</li> <li>-To perform activities to improve leg and arm strength.</li> <li>-To create exercises linked to a sporting theme.</li> <li>-To say what happens to the heart when we exercise.</li> <li>-To understand the importance of keeping fit for everyday life.</li> </ul>		<p><u>Indoor fitness</u></p> <ul style="list-style-type: none"> <li>-To explain: what is a fitness circuit?</li> <li>-To design a fitness circuit using set activities.</li> <li>-To describe where core muscles are in your body.</li> <li>-To measure breathing rate and record score after different types of activity.</li> <li>-To use core muscles to help with balance and strength.</li> <li>-To state that 'High Intensity Interval Training (HIIT)' is a good way of strengthening heart and lungs.</li> <li>-To be able to safely participate in competitive activity or personal challenge.</li> </ul> <p><u>Outdoor fitness</u></p> <ul style="list-style-type: none"> <li>-To set a personal challenge to beat own score.</li> <li>-To describe cardio-vascular fitness.</li> <li>-To show endurance when performing in a boot camp circuit i.e. no stopping between activities.</li> <li>-To strengthen core muscles by performing exercises to improve core strength.</li> <li>-To increase leg strength by performing squat and lunge exercises.</li> <li>-To perform in activities to raise heart rate and explain why this happens.</li> <li>-To be able to safely participate in competitive activity or personal challenge.</li> </ul>		<p><u>Indoor fitness</u></p> <ul style="list-style-type: none"> <li>-To perform in a circuit of activities to improve strength, conditioning and cardiovascular.</li> <li>-To perform in a circuit of activities to improve speed and stamina.</li> <li>-To perform consistently good coordination skills when under pressure.</li> <li>-To improve agility and coordination skills when performing a set routine.</li> <li>-To co-operate well with a partner when performing tasks to improve core.</li> <li>-To show a rapid change in direction when performing agility exercises</li> <li>- To be able to safely participate in competitive activity or personal challenge.</li> </ul> <p><u>Outdoor fitness</u></p> <ul style="list-style-type: none"> <li>- To perform in activities to improve muscular endurance without stopping.</li> <li>-To choose the correct pace for each activity.</li> <li>-To perform a variety of cardio vascular activities without stopping.</li> <li>-To be able to define the terms agility, balance and coordination and help design an activity to improve each area of fitness.</li> <li>-To give clear and safe instructions to another team to teach them your obstacle course.</li> <li>-To define the terms Speed, Reaction time and Power.</li> </ul>	

		- To be able to safely participate in competitive activity or personal challenge
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## Unit of work: Gymnastics

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Gymnastics</u> -To be able to perform 8 basic shapes with control. -To be still whilst holding balances on different body parts. -To perform 2 jumps with control. -To describe a partner's jumps. -To develop skills for a forward roll. -To transfer weight from hands to feet using the bench. -To perform 3 different skills on low apparatus. -To link 3 or more skills on a variety of apparatus. -To demonstrate a gym sequence using 2/3 skills on floor and apparatus. <b>-Set and overcome personal challenges to improve performance.</b>	<u>Gymnastics</u> -To be able to link 4 shapes smoothly. -To demonstrate a change in speed smoothly linking 3 balances. -To jump for height and perform a shape in the air. -To perform a tuck jump with control. -To perform rolls that move in a circular motion. -To transfer weight from hands to feet using the bench. -To create a sequence on the low apparatus which includes 4 different skills. -To create a sequence on the higher apparatus which includes 4 different skills. -Perform one of the core task activities.	<u>Gymnastics</u> -To demonstrate and hold the 10 basic shapes with control. -To perform contrasting balances with a change of speed and level. -To be able to land a variety of jumps with control. -To perform matching actions with a partner using contrasting shapes. -To perform rolls that move in a circular way. -To be able to transfer weight from hands to feet with rhythm and control. -To perform contrasting shapes and balances on the low apparatus. -To perform a squat on vault on low apparatus. -Perform one of the core task activities.	<u>Gymnastics</u> -To perform 3 shapes in unison with a partner to include twisted shape. -To move into a balance from different starting positions. -To perform a shoulder roll in opposite directions. -To explore ways of turning on the spot and off a bench. -To take weight on hands when moving over a bench. -To practise and remember the sequence needed for take-off when vaulting. -To learn a set sequence and add a change of height. -To safely move large apparatus into set positions. -Perform one of the core task activities on apparatus.	<u>Gymnastics</u> -To be able to perform 5 symmetrical shapes in unison with a partner. -To work with a partner to perform matching and mirroring balances. -To hold a counter balance with a partner at different heights. -To perform 3 symmetrical jumps with a partner. -To show a change in speed when performing rolls. -To move into balances from different actions e.g. roll into balance, shape into balance. -To land with control after flight. -To safely set up large apparatus in either a L or T shape in a given area.	<u>Gymnastics</u> -To work with a partner to perform weight bearing partner balances safely. -To move from a balance into a roll with control. -To be able to turn during flight and land safely. -To travel on, over and around apparatus taking weight on hands and feet. -To perform a group balance. -To create a group sequence to include both unison and canon. -To safely set up large apparatus in a given area. -To adapt and amend sequence to include twisting and turning. -Perform one of the core task activities. <b>-Participate in competition and</b>

	-To work cooperatively with a partner to develop skills	-To create sequences, observe and evaluate performances.	-To create sequences, observe and evaluate performances.	-Perform one of the core task activities on a variety of different apparatus with a partner. -Participate in competition and personal challenges to improve performance.	personal challenges to improve performance.
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Unit of work: Striking and fielding

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Physical literacy:</u> <u>Strikers</u> -To retrieve an object using hands. -To be able to roll a ball towards targets. -To stop a moving ball along the floor. -To throw a small ball underarm to a target. -To be able to catch a ball with 2 hands. -To strike a ball along the floor using your hand with control. -To hand strike a ball towards a target from 5-10m. -To demonstrate good control when moving the ball with hands. -To work cooperatively with a partner to keep score.	<u>Physical literacy:</u> <u>Strikers</u> -To be able to roll & stop a ball with control. -To throw underarm with control to a target. -To be able to throw a ball underarm to a partner. -To catch a ball with 2 hands from short distance. -To hit/strike a ball with a hand to a partner. -To hit a ball using a bat/racket. -To use a simple scoring system. -To work as a small group to play a game.	<u>Striking and fielding</u> -To be able to stop a ball using a long barrier when fielding. -To throw a ball underarm with increasing accuracy for a partner to catch. -To bowl a ball underarm through a hoop. -To experiment how to throw a ball further. -To hit a ball from a tee or a self-feed. -To develop a practice to improve batting technique. -To work as a team when fielding. -To be able to catch a ball and stump a post quickly. -Play the core task. -To play in a small sided striking and fielding game. -To bat a ball into space and to retrieve a ball and throw to	<u>Cricket</u> -To retrieve a ball and return it to a wicket. -To learn 3 tips for hitting a cricket ball. -To hit a drop feed ball with a cricket bat. -To choose the correct throw for different distances. -To bowl a ball underarm at a wicket. -To demonstrate correct technique for hands when close catching and deep field catching. -To refine batting technique to protect the wicket using a forward defensive shot. -To make a decision when to run to the wicket to score a run. -Play the core task. -To play in a small sided striking and fielding game.	<u>Rounders</u> -To show the correct batting action for rounders. -To learn 3 rules for bowling. -To bat a bowled ball into a space. -To throw from back stop to a post accurately. -To decide when to stop running around the posts when batting. -To catch a ball under pressure. -To explain how to score in rounders when batting. -To play a game of rounders and understand the basic rules for batting and fielding. -Play the core task. -To play in a small sided simplified game of rounders.	<u>Cricket</u> -To throw a ball underarm at a wicket from a variety of directions. -To improve batting accuracy and directional batting using a forward drive. -To hit a ball bowled underarm using a forward drive. -To increase distance when throwing over arm. -To perform close catching and deep fielding catching with consistency. -To demonstrate an overarm bowling technique. -To stop the ball using 2 different techniques and return accurately to partner. -To demonstrate wicket keeping stance and sideways

		another player when fielding.	-To bat a ball into space and run to a wicket. To retrieve, throw, catch a ball and bowl underarm when fielding		movement. -Play the core task. -To play in a small sided striking and fielding game. -To bat a ball into space and run to a wicket. To retrieve, throw and catch a ball and bowl overarm when fielding.
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## Unit of work: Dance

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Dance unit: Toys</u></p> <ul style="list-style-type: none"> <li>-To be able to perform controlled movement actions.</li> <li>-To be able to turn and move in time with a tambourine.</li> <li>-To move from high to low with control.</li> <li>-To be able to take off and land with control.</li> <li>-To link 3 similar moves together.</li> <li>-To be able to start and stop, with control, in time to the tambourine.</li> </ul> <p><u>Dance unit: Walk on the Wild Side</u></p> <ul style="list-style-type: none"> <li>-To be able to perform controlled animal movements.</li> <li>-To move together with your colour group.</li> <li>-To move from high to low when changing animal.</li> </ul>	<p><u>Dance unit: Superheroes</u></p> <ul style="list-style-type: none"> <li>-To remember and repeat a short motif.</li> <li>-To move confidently around the space demonstrating superhero actions.</li> <li>-To move from low to high and high to low with control.</li> <li>-To gain height in the air and land on either foot.</li> <li>-To turn with a partner at different speeds.</li> <li>-To show emotion through facial and whole body gestures.</li> <li>-To perform a short motif based upon superheroes characters.</li> </ul> <p><u>Dance unit: Mini Beasts</u></p> <ul style="list-style-type: none"> <li>-To use gesture to show caterpillar and butterfly movement actions using different parts of the body.</li> </ul>	<p><u>Dance unit: The Flintstones (Stone Age)</u></p> <ul style="list-style-type: none"> <li>-To move into and out of held positions with control.</li> <li>-To travel using different pathways.</li> <li>-To move together as a small group in the same direction staying connected at all times.</li> <li>-To move from high to low in a variety of different ways.</li> <li>-To use a turning movement to travel in different directions.</li> <li>-To tell a story through movement: Building a stone age house.</li> <li>-Remember and perform dance.</li> <li>-To develop a motif to include own moves and discuss quality of movements.</li> </ul> <p><u>Dance unit: Rainforest</u></p> <ul style="list-style-type: none"> <li>-To use rolling movement to travel</li> </ul>	<p><u>Dance unit: Gladiator</u></p> <ul style="list-style-type: none"> <li>-To demonstrate stillness holding a position with control at different levels.</li> <li>-To march in time to the music and in unison with your group.</li> <li>-To create a motif for the chorus to show the Gladiator attacking and defending.</li> <li>-To use gesture and facial expression to show the crowd's reaction to a gladiator fight.</li> <li>-To analyse and describe the differences between the Gladiators.</li> <li>-To stay in character throughout the whole dance even when transitioning between phrases.</li> <li>-Remember and perform dance.</li> </ul>	<p><u>Dance unit: Space</u></p> <ul style="list-style-type: none"> <li>-To use gesture to show a farewell/ goodbye action.</li> <li>-To work as a group to create a rocket pose.</li> <li>-To create a movement that reflects the feeling of weightlessness.</li> <li>-To create a dance motif for the chorus to perform in unison as a whole class.</li> <li>-To respond to a stimulus to create 3 group poses.</li> <li>-To show smooth transitions from one phrase of dance to another.</li> <li>-Remember and perform dance.</li> <li>-To perform a dance phrase in front of the class.</li> <li>-To choreograph different sections of the dance.</li> </ul>	<p><u>Dance unit: Survival</u></p> <ul style="list-style-type: none"> <li>-To use gesture to develop a phrase to demonstrate waking.</li> <li>-To explore different ways of turning at different levels.</li> <li>-To mirror a partner with fluidity and in time to the music.</li> <li>-To create a group phrase using opposing action words e.g. stretch and curl.</li> <li>-To be able to dance in unison as a whole class.</li> <li>-To create a sequence to perform in time with a group and to the music.</li> <li>-To perform in unison with a partner, in groups and as a whole class.</li> <li>-To choreograph group phrases linked to the theme.</li> </ul>

<ul style="list-style-type: none"> <li>-To use hand and arm gesture in dance movement.</li> <li>-To mirror a partner's moves.</li> <li>-To remember the order of the dance.</li> <li>-To link movements together to form a dance phrase.</li> </ul>	<ul style="list-style-type: none"> <li>-To remember and repeat a short motif of 4 actions.</li> <li>-To be able to describe a partner's movement and say which mini beast they are moving as.</li> <li>-To copy a partner to create a sequence of 4 mini beast movement actions.</li> <li>-To use different speeds to travel and turn confidently around the space.</li> <li>-To co-operate with a partner and whole class to create the final pose of the dance.</li> <li>-To remember and perform some of the phrases in the dance.</li> <li>-To create and perform a short motif using the stimulus of mini beasts.</li> </ul>	<ul style="list-style-type: none"> <li>from side to side across the floor.</li> <li>-To move in a variety of ways using different pathways.</li> <li>-To move into and out of held positions with control.</li> <li>-To show a variety of ways of moving from high to low.</li> <li>-To tell a story through movement using gesture.</li> <li>-To remember the order of the dance phrases.</li> <li>-Remember and perform dance.</li> <li>-To develop a motif to include own moves and discuss quality of movements.</li> </ul>	<ul style="list-style-type: none"> <li>-To change dynamics in a dance i.e. levels, speed, pathway and direction.</li> <li>-To develop a motif.</li> </ul> <p><u>Dance unit: Electricity</u></p> <ul style="list-style-type: none"> <li>-To copy and follow your partner changing dynamics when moving e.g. height and speed.</li> <li>-To create a motif to show the theme of the dance.</li> <li>-To use gesture to express the feeling of receiving an electric shock.</li> <li>-To perform a variety of different shapes in the air and hold a pose on a controlled landing.</li> <li>-To choreograph a short sequence working together in pairs or a small group creating movements based on chosen theme.</li> <li>-To transition smoothly between phrases.</li> </ul>	<p><u>Dance unit: Sports</u></p> <ul style="list-style-type: none"> <li>-To use gesture to show a sporting action.</li> <li>-To be able to analyse performance and give feedback.</li> <li>-To explore different ways of moving showing changes in level or speed.</li> <li>-To perform a sequence in unison &amp; canon.</li> <li>-To work cooperatively in a small group to produce a sequence using different formations.</li> <li>-To perform a dance using smooth transitions.</li> <li>-To perform a dance phrase in front of the class.</li> <li>-To choreograph different sections of the dance.</li> </ul>	<p><u>Dance unit: West Side Story</u></p> <ul style="list-style-type: none"> <li>-To create a motif of movements that show strength.</li> <li>-To be able to perform a variety of linked moves that reflect intimidation.</li> <li>-To develop a short motif to include action/reaction moves with a partner.</li> <li>-To be able to trust your partner to take/hold/move your body within a dance.</li> <li>-To move into/out of held positions with fluidity and in time to music.</li> <li>-To perform own sequence within a whole group dance.</li> <li>-To be able to evaluate another pair's work.</li> <li>-To perform with a partner, in groups and as a whole class.</li> <li>-To choreograph group phrases linked to the theme.</li> </ul>
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			<ul style="list-style-type: none"><li>-Remember and perform dance.</li><li>-To change dynamics in a dance i.e. levels, speed, pathway and direction.</li><li>-To develop a motif.</li></ul>		
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Unit of work: Net wall games

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Physical literacy: Net Wall</u> -To control & send a bean bag. -To move safely in space. -To send & receive a rolling ball. -To take it in turns to complete activity. -To cooperate with a partner. -To bounce a ball to a moving target. -To devise a game to practice bouncing/aiming. -To be able to catch a moving ball. -To be able to “hand hit” the ball to my partner. -To be able to control a ball with a racket. -To be able to control a ball with a racket (not hitting). -To follow rules to play a game.	<u>Physical literacy: Net Wall</u> -To be able to control the ball whilst moving. -To bounce a ball into space. -To be able to move quickly to track/catch a bouncing ball. -To be able to “hand hit” a moving ball towards partner. -To be able to control a moving ball with a racket (along floor). -To be able to control a moving ball with a racket (in air). -To challenge yourself to improve your tennis skills. -To compete fairly in games. -To be able to cooperate with partner to develop games to improve skills.	<u>Net Wall games: generic skills</u> -To demonstrate the Get ready position. -To perform a 2 handed throw using forehand and backhand action. -To return to the centre of the court after each throw. -To control a ball with a racket. -To hit a self-feed with a racket after 2 bounces towards a target. -To hit a ball with a racket after 2 bounces back to partner to catch. -To move to the ball. -To implement simple tactics to score a point. -Play the core task. -To feed a ball underarm to a partner. -To hit a ball with a racket over a net/cones.	<u>Short tennis</u> -To decide whether to use an underarm or overarm throw depending on distance of target. -To remain well balanced when moving to catch a ball. -To catch a high ball with 2 hands before it bounces. -To hit a self-feed with a racket after 1 bounce. -To hit a forehand shot towards a target. -To move to return the ball from a bounce feed on the forehand side. -To perform a forehand volley from a full toss feed. -To know 3 rules of mini tennis. -Play core task. -To hit a ball towards a target.	<u>Badminton</u> -To be able to control the shuttle with a racket. -To be able to serve underarm. -To return a shuttle. -To form the overhead action. -To learn basic rules and tactics for a game i.e. boundary lines and hitting towards a space. -To form the backhand shot. -To select the best shot to use depending on height and direction of shuttle. -To rally using a variety of shots.	<u>Tennis</u> -To be able to throw up a ball for a self-feed for an underarm serve. -To return a ball using a forehand shot after 1 bounce. -To perform a forehand volley. -To describe the action used for a drop shot. -To explain why we move back to centre of the court after each hit. -To serve using an overarm action. -To return the ball using a back hand shot. -To work with a partner to cover the court in doubles. -Perform a rally with a partner using a variety of different shots.



-To cooperate with a partner group to use space safely.			-To use a variety of shots.		
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### Unit of work: OAA

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Explorers</u> -To listen to a partner and follow their directions. -To describe a pathway using at least 3 directions. -To understand basic symbols. -To discuss with group to work out where to go. -To lead a partner safely through an obstacle course. -To listen carefully and remember instructions. -To share ideas to help create a letter. -To plan how to solve the problem as a group. -To work together to solve problems. -To listen and share idea.		<u>Explorers</u> -To recognise & find 4 directions NSEW. -To use NSEW to lead and direct others. -To orientate a map and find a starting point. -To use a key to find symbols. -To be able to listen to & follow instructions. -To be able to remember and repeat actions. -To be able to communicate clearly to solve task. -To work independently to develop an activity. -To work cooperatively with a partner to achieve a task.		<u>Explorers</u> -To be able to direct your partner accurately around a course. -To use clear instructions to safely guide a partner across obstacles. -To be able to recognise landmarks on a map. -To listen and work effectively as a group to complete challenges. -To work cooperatively with a partner by showing trust. -To remember, repeat and follow a sequence of instructions. -To listen and work effectively as a group to complete challenges. -To create, explain and lead a task for others. -To communicate effectively as a group to achieve a task.	

### Unit of work: Swimming

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
				-To swim competently, confidently and proficiently over a distance of at least 25 metres. -To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. -To perform safe self-rescue in different water-based situations. -To become water confident.	