

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Indoor P.E.</b>						
Unit title	Badminton	Dance - Flintstones	Gym	Rounders	Swimming	Swimming
NC Statements	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>perform dances using a range of movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations.</li> </ul>	<ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations.</li> </ul>
Fundamental Skills Development	Developing fine-motor skills to use a racquet effectively. To develop physical literacy skills in order to think tactfully.	Manipulative skills – No equipment required. Locomotor – run, crawl, skip, hop, slide, steer, skip Non-locomotor – twist, turn, pivot, Participation – Participation – Performing to an audience.	Manipulative skills – use of mats (spatial awareness) Locomotor – straight jump, star jump, Non-locomotor – hold position, balance Participation – Sequencing balances	Manipulative skills – accurate feed, Locomotor – run, pivot, Non-locomotor – throw, catch, communicate Participation – Rounders – scoring rounders and fielding for the opposition team.	Manipulative skills – No equipment required. Locomotor – backstroke, breaststroke, butterfly, front-crawl Non-locomotor – balance Participation – swim 25 metres unaided	Manipulative skills – No equipment required. Locomotor – backstroke, breaststroke, butterfly, front-crawl Non-locomotor – balance Participation – swim 25 metres unaided
Participation opportunities	Playing a competitive game. Trying to score points.	Perform a dance to an audience.	Sequencing balances	Playing a competitive game. Trying to score points.	Swim 25 metres unaided	Swim 25 metres unaided
Potential technical errors	Not being able to hold the racquet (selecting the wrong size). Not being able to control a shuttlecock. Not using the space correctly. Being too close to the net and not being able to hit the shuttlecock (children should be further away and then run/step into a shot). Not being able to server accurately. Getting confused between the different types of shots.	Not being able to hold certain balances. Not being able to traverse an area effectively.	Not being able to follow the correct technique when performing rolls.	Not being able to accurately hit the rounders ball. Forgetting to keep hold of the rounder bat when running. Spatial awareness issues. Not bowling accurately.		
Learning sequence  Statements in bold are essential, others are desirable	LO: To demonstrate the 'get ready' position. LO: To perform a two-handed throw using the forehand and backhand action. LO: To return to the centre of the court after each throw. LO: To control a ball with a racquet. LO: To hit a self-feed with a racquet after two bounces towards a target. LO: To move the ball.	LO: To move into and out of held positions with control. LO: To travel using different pathways. LO: To move together as a small group in the same direction staying connected at all times. LO: To move from high to low in a variety of different ways. To use a turning movement to travel in different directions. LO: To tell a story through movement – building a stone age house.	LO: To use a range of balances and rolls to create a sequence. LO: To use the apparatus in order to develop a sequence. LO: To use a range of leaps, jumps and forward roles to develop a sequence.	LO: To show the correct batting action for rounders. LO: To learn 3 rules for bowling. LO: To bat a bowled ball into a space. LO: To throw from back stop to a post accurately. LO: To decide when to stop running around the posts when batting. LO: To catch a ball under pressure. LO: To explain how to score in rounders when batting.	LO: To swim 25m unaided.	LO: To swim 25m unaided.

Year 3	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	<b>Indoor P.E.</b>											
Unit title	Badminton		Dance - Flintstones		Gym		Rounders		Swimming		Swimming	
	LO: To implement simple tactics to score a point.						LO: To play a game of rounders and understand the basic rules for batting and fielding.					
Tier 2 vocabulary	Forehand	Serve	twist	turn	jump		bowl	Run				
	Backhand	Overhead	pivot	run			pivot					
	Rally		crawl									
Tier 3 vocabulary	Shuttlecock	Self-feed			Forward roll	Backwards roll	base	rounder				
					Straight jump	Star jump	stump					

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Outdoor P.E.</b>					
Unit title	Tag Rugby	Hockey	Netball	OAA	Cricket	Tennis
NC Statements	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
Fundamental Skills Development	<p>Manipulative skills – Accurate feed with a rugby ball</p> <p>Locomotor – run in unison, removing a tag belt safely. Kick</p> <p>Non-locomotor – backwards pass, score a try</p> <p>Participation – Tag Rugby – scoring points following Tag Rugby rules</p>	<p>Manipulative skills – Accurate feed with a hockey stick</p> <p>Locomotor – run in unison, area discipline</p> <p>Non-locomotor – strike a hockey ball, use the correct side of a hockey stick. Spatial awareness in a game context.</p> <p>Participation – Hockey – scoring points following Hockey rules</p>	<p>Manipulative skills – Accurate feed with a netball</p> <p>Locomotor – move in unison, area discipline</p> <p>Non-locomotor – heel turn bounce, shoot, communicate</p> <p>Participation – Netball – scoring points following Netball rules</p>	<p>Manipulative skills – Use of a compass. Navigate an area efficiently and safely.</p> <p>Locomotor – Walk</p> <p>Non-locomotor – Navigate</p> <p>Participation – Complete a range of orienteering activities.</p>	<p>Manipulative skills – Accurate feed with a cricket bat. Accurate feed with a cricket ball</p> <p>Locomotor – field, jog, sprint</p> <p>Non-locomotor – strike, overarm throw, catch</p> <p>Participation – Cricket – scoring runs following cricket rules. Fielding effectively.</p>	<p>Manipulative skills – accurate feed. Understanding height and distance.</p> <p>Locomotor – Sprint, jog, side-step</p> <p>Non-locomotor – twist, turn, pivot, underarm, overarm, serve, rally</p> <p>Participation – Tennis – scoring points in a game. Using the net if confident enough.</p>
Participation opportunities	Participation – Tag Rugby – scoring points following Tag Rugby rules	Participation – Hockey – scoring points following Hockey rules	Participation – Netball – scoring points following Netball rules	Participation – Complete a range of orienteering activities.	Participation – Cricket – scoring runs following cricket rules. Fielding effectively.	Participation – Tennis – scoring points in a game. Using the net if confident enough.
Potential technical errors	<ul style="list-style-type: none"> <li>Not being able to remove a 'tag belt' correctly.</li> <li>Not being able to hold the rugby ball correctly.</li> <li>Not being able to throw the tag rugby ball accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Not being able to hold a hockey stick correctly.</li> <li>Not being able to strike the hockey ball correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Not being able to perform the step shot in order to score a net.</li> <li>Not being able to use spatial awareness in a game situation.</li> </ul>	<ul style="list-style-type: none"> <li>Not being able to use short and clear instructions.</li> </ul>	<ul style="list-style-type: none"> <li>Not being able to use spatial awareness in a game situation.</li> <li>Not being able to perform the overarm bowl.</li> </ul>	<ul style="list-style-type: none"> <li>Not being able to hold the racquet accurately.</li> <li>Not being able to use spatial awareness in a game situation.</li> </ul>
Learning sequence	<p>LO: To dodge and avoid the other time to keep possession of tags.</p> <p>LO: To know the effect of a line defence.</p> <p>LO: To be able to catch and throw a rugby ball.</p> <p>LO: To use formations in a game.</p> <p>LO: To apply the rules of Tag Rugby</p>	<p>LO: To dribble a ball with control.</p> <p>LO: To pass the ball over a longer distance to a stationary player.</p> <p>LO: To pass and move with a partner unopposed.</p> <p>LO: To shoot the ball accurately at a target.</p> <p>LO: To work as a team to pass the ball with increasing speed and accuracy.</p> <p>LO: To perform a block tackle.</p> <p>LO: To plan simple tactics to play the core task.</p>		<p><b>LO: To lead a blindfolded partner around an obstacle course.</b></p> <p><b>LO: To take part in satellite activities and encourage team members.</b></p> <p><b>LO: Follow an obstacle course.</b></p>	<p>LO: Catch a ball/beanbag accurately.</p> <p>LO: Catch a ball successfully from a partner.</p> <p>LO: Hit a ball accurately.</p> <p>LO: 'Feed' the ball accurately.</p> <p>LO: Hit a ball when rolled or bounced.</p> <p>LO: To develop throwing and catching skills.</p> <p>LO: To strike a ball accurately.</p>	<p>LO: To be able to change speed at pace.</p> <p>LO: To work well with a partner.</p> <p>LO: To understand why we return to the centre of the court.</p> <p>LO: To be able to control the ball with hands (A &amp; D).</p> <p>LO: To understand how they should feel after a warmup.</p> <p>LO: To be able to perform chassiss and side steps.</p> <p>LO: To develop ball control.</p> <p>LO: To work well in small groups.</p> <p>LO: To develop ability to throw a ball/shuttle to a target.</p> <p>LO: To work together to follow instructions.</p>
Statements in bold are essential, others are desirable						

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Outdoor P.E.</b>						
Unit title	Tag Rugby	Hockey	Netball	OAA	Cricket	Tennis
						LO: To be able to control a ball/shuttle with racket/bat LO: To develop aiming skills LO: To develop racket skills LO: To be able to adapt own game to develop skills
Tier 2 vocabulary			pass			stumps      strike backhand
Tier 3 vocabulary			net			stump      Overarm bowl slice

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Indoor P.E.</b>					
Unit title	Badminton	Table-Tennis	Dance	Dance	Gym	Tennis
NC Statements	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>perform dances using a range of movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>perform dances using a range of movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
Fundamental Skills Development	<p>Manipulative skills – accurate feed Locomotor – side-step, chassis Non-locomotor – twist, turn, pivot, confidence with both hands Participation – Badminton – scoring points in the game.</p>	<p>Manipulative skills – Accurate feed, use of angles, holding the correct side of the paddle. Managing the weight of the paddle. Locomotor – Side-step Non-locomotor – Turn, twist, pivot Participation – Table – Tennis, scoring points in the game.</p>	<p>Manipulative skills – No equipment required. Locomotor – march, attack and defend Non-locomotor – hold position, facial expression Participation – Performing to an audience.</p>	<p>Manipulative skills – No equipment required. Locomotor – follow, mirror, travel using different heights and speed. Non-locomotor – choreographing a dance. Use of shapes. Hold a controlled move. Participation – Performing to an audience.</p>	<p>Manipulative skills – use of mats (spatial awareness) Locomotor – straight jump, star jump, tuck jump, pike jump, straddle, forward roll, backwards roll, Non-locomotor – hold position, balance, sequence Participation – Sequencing balances and rolls.</p>	<p>Manipulative skills – accurate feed. Understanding height and distance. Locomotor – Sprint, jog, side-step Non-locomotor – twist, turn, pivot, underarm, overarm, serve, rally Participation – Tennis – scoring points in a game. Using the net if confident enough.</p>
Participation opportunities	Participation – Badminton – scoring points in the game.	Participation – Table – Tennis, scoring points in the game.	Participation – Performing to an audience.	Participation – Performing to an audience.	Participation – Sequencing balances and rolls.	Participation – Tennis – scoring points in a game. Using the net if confident enough.
Potential technical errors	<p>Not being able to use spatial awareness in a game situation. Not being able to hold a racquet correctly. Not being able to control the weight of the shuttlecock. Not being able to perform the underarm/overarm shots.</p>	<p>Not being able to hold the paddle accurately. Not being able to use spatial awareness in a game situation.</p>	Not being able to link together a range of balances.	Not being able to link together a range of balances.	Not being able to use apparatus safely.	<p>Not being able to hold the racquet accurately. Not being able to use spatial awareness in a game situation.</p>
Learning sequence  Statements in bold are essential, others are desirable	<p>LO: To be able to change speed at pace. LO: To work well with a partner. LO: To understand why we return to the centre of the court. LO: To be able to control the ball with hands (A &amp; D). LO: To understand how they should feel after a warmup. LO: To be able to perform chassis and side steps. LO: To develop ball control. LO: To work well in small groups. LO: To develop ability to throw a ball/shuttle to a target.</p>	<p><b>LO: To develop pace (movement).</b> <b>LO: To control a ball.</b> <b>LO: To develop cooperation skills and ball control.</b> <b>LO: To throw at a target.</b></p>	<p><b>LO: To demonstrate stillness holding a position with control at different levels.</b> <b>LO: To march in time to the music and in unison with your group.</b> <b>LO: To create a motif for the chorus to show the Gladiator attacking and defending.</b> <b>LO: To use gesture and facial expression to show the crowd’s reaction to a gladiator fight.</b> <b>LO: To analyse and describe the differences between the gladiators.</b> <b>LO: To stay in character throughout the whole dance</b></p>	<p>LO: To copy and follow your partner changing dynamics when moving, e.g. height and speed. LO; to create a motif to show the theme of dance. LO: To use gesture to express the feeling of receiving an electric shock. LO: To perform a variety of different shapes in the air and hold a pose on a controlled landing. LO: To choreograph a short sequence working together in pairs or a small group creating movements based on a chosen theme.</p>	<p>LO: To explore the basic gymnastics rolls showing good body tension. LO: To explore the basic gymnastic balances in pairs/small groups. LO: To explore basic gymnastics balances using apparatus. LO: To explore gymnastics jumps landing safely off of apparatus. LO: Explore basic gymnastic jumps and weight transfer skills off and on apparatus. LO: Learn the technical names for gymnastic jumps.</p>	<p>LO: To decide whether to use an underarm or overarm throw depending on distance of target. LO: To remain well balanced when moving to catch a ball. LO: To catch a high ball with 2 hands before it bounces. LO: To hit a self-feed with a racquet after 1 bounce. LO: To hit a forehand shot towards a target. LO: To move to return the ball from a bounce feed on the forehand side. LO: To perform a forehand volley from a full toss feed.</p>



Year 4	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	<b>Indoor P.E.</b>											
Unit title	Badminton		Table-Tennis		Dance		Dance		Gym		Tennis	
	LO: To work together to follow instructions. LO: To be able to control a ball/shuttle with racket/bat LO: To develop aiming skills LO: To develop racket skills LO: To be able to adapt own game to develop skills				<b>even when transitioning between phrases.</b>		LO: To transition smoothly between phrases.		LO: Perform jumps learnt previously and transfer weight skills off and on apparatus. LO: To develop sequences using all of the skills previously learnt.			
Tier 2 vocabulary	Forehand	Serve	serve	forehand	twist	turn	twist	turn	jump		serve	forehand
	Backhand	Overhead	backhand		pivot	run	pivot	run			backhand	
	Rally				crawl		crawl					
Tier 3 vocabulary	Shuttlecock	Self-feed	paddle						Forward roll	Backwards roll	slice	
									Straight jump	Star jump		

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Outdoor P.E.</b>					
Unit title	Basketball	Outdoor Fitness	Football	OAA	Cricket	Athletics
NC Statements	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> </ul>
Fundamental Skills Development	<p>Manipulative skills – Accurate feed with a basketball</p> <p>Locomotor – area discipline, dribble with the basketball</p> <p>Non-locomotor – chest pass, floor pass, shoot</p> <p>Participation – Basketball – scoring points following Basketball rules.</p>	<p>Manipulative skills – Use of trim-trail. Use of fitness related equipment.</p> <p>Locomotor – run, sprint, jog, gallop, slide, crawl, chassis, skip</p> <p>Non-locomotor – Throw, catch, maintain stamina, hold, control</p> <p>Participation – Complete a range of fitness related activities, based on conditioning the body and building on established stamina.</p>	<p>Manipulative skills – Accurate feed with a football. Being able to control a football with feet.</p> <p>Locomotor – side-step, sprint, run, jump, leap, dive</p> <p>Non-locomotor – kick, catch, head</p> <p>Participation – Football – scoring goals following football rules</p>	<p>Manipulative skills – Use of a compass. Navigate an area efficiently and safely.</p> <p>Locomotor – Walk</p> <p>Non-locomotor – Navigate</p> <p>Participation – Complete a range of orienteering activities.</p>	<p>Manipulative skills – Accurate feed with a cricket bat. Accurate feed with a cricket ball</p> <p>Locomotor – field, jog, sprint</p> <p>Non-locomotor – strike, overarm throw, catch</p> <p>Participation – Cricket – scoring runs following cricket rules. Fielding effectively.</p>	<p>Manipulative skills – Using a baton effectively in a relay. Lane discipline. Using a crash mat safely.</p> <p>Locomotor – Sprint, run, job, launch, throw, catapult</p> <p>Non-locomotor – Throw, leap, spatial awareness.</p> <p>Participation – Compete in a range of different athletics events.</p>
Participation opportunities	Participation – Basketball – scoring points following Basketball rules.	Participation – Complete a range of fitness related activities, based on conditioning the body and building on established stamina.	Participation – Football – scoring goals following football rules	Participation – Complete a range of orienteering activities.	Participation – Cricket – scoring runs following cricket rules. Fielding effectively.	Participation – Compete in a range of different athletics events.
Potential technical errors	<p>Not being able to travel correctly.</p> <p>Not being able to perform passess accurately.</p> <p>Not using spatial awareness in a game situation.</p>	<p>Not being able to manage pace/endurance skills.</p> <p>Not being able to perform core muscle stretches/balances.</p>	<p>Not being able to strike the football.</p> <p>Not being able to change direction.</p> <p>Not being able to use spatial awareness in a game situation.</p>	<p>Not being able to use a map correctly.</p>	<p>Not being able to use spatial awareness in a game situation.</p> <p>Not being able to perform the overarm bowl.</p>	<p>Not being able to sprint accurately.</p> <p>Not being able to perform a relay race effectively.</p> <p>Not being able to manage pace efficiently.</p>
Learning sequence	<p>LO: To be able to pass and receive with increased control and accuracy.</p> <p>LO: To be able to use a variety of passes to keep possession.</p> <p>LO: To be able to use the jump, stop and pivot techniques and to understand the travel rules.</p> <p>LO: To be able to pass and receive the ball on the move.</p> <p>LO: To be able to keep your head up whilst dribbling and to be able to dribble with both right and left hands.</p> <p>LO: To be able to use the correct shooting technique from close range.</p>	<p>LO: To set a personal challenge to beat own score.</p> <p>LO: To describe cardio-vascular fitness.</p> <p>LO: To show endurance when performing in a boot camp circuit.</p> <p>LO: To strengthen core muscles by performing exercises to improve core strength.</p> <p>LO: To increase leg strength by performing squat and lunge exercises.</p> <p>LO: To perform in activities to raise heart rate and explain why this happens.</p>	<p>LO: To control the ball when travelling.</p> <p>LO: To pass the ball with control.</p> <p>LO: To pass and receive the ball with control.</p> <p>LO: To shoot the ball at a target from varying distances to score a point.</p> <p>LO: To pass the ball to a partner avoiding a defender.</p> <p>LO: To make a decision on when to successfully intercept the ball.</p> <p>LO: To mark a player with the ball.</p> <p>LO: To recall at least three basic rules of the game.</p>	<p>LO: To know how to follow a set of instructions.</p> <p>LO: To know how to use control cards.</p> <p>LO: To know how to find the way around a course</p> <p>LO: To know how to evaluate their own performance</p> <p>LO: To know how to follow a simple map.</p> <p>LO: To know how to record information collected at controls.</p> <p>LO: To know how to use a map.</p> <p>LO: To begin to understand that symbols on a map represent an object.</p>	<p>LO: To develop fielding and throwing skills.</p> <p>LO: To grip and use the bat correctly.</p> <p>LO: To put skills into a match situation.</p> <p>LO: To organise and take part in a cricket tournament.</p>	<p>LO: To be able to sprint effectively.</p> <p>LO: To recognise how to improve my ability to sprint.</p> <p>LO: To demonstrate how to change a baton correctly.</p> <p>LO: To work well with a group to complete a task.</p> <p>LO: To be able to run continuously for 30 seconds.</p> <p>LO: To be able to cooperate with others.</p> <p>LO: To be able to increase speed at the end of a distance run.</p> <p>LO: To know how to control breathing when running.</p>
Statements in bold are essential, others are desirable						

Year 4	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	<b>Outdoor P.E.</b>											
Unit title	Basketball		Outdoor Fitness		Football		OAA		Cricket		Athletics	
	LO: To know how to mark a defensive player.										LO: To be able to name three key techniques for a push throw. LO: To show and record improvement in the shot. LO: To know how to perform a pull throwing technique. LO: To work with a partner to devise a warm up. LO: To know how to perform a pull technique. LO: To follow simple throwing safety procedures. LO: To be able to hop and jump with control. LO: To be able to copy and perform hops and jumps in a set sequence. LO: To be able to identify 3 tips for jumping for distance. LO: To be able to work in groups to improve technique.	
Tier 2 vocabulary	basket	dribble	strength		dribble	shoot			strike	bat	Throw	pull
	Chest-pass	Floor-pass					compass		Overarm bowl		jump	hop
									stump	stumps		
Tier 3 vocabulary	travel	Slam-dunk	Cardio-vascular	core							pace	



Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Indoor P.E.</b>					
Unit title	Badminton	Gym	Dance	Gym	Rounders	Indoor Fitness
NC Statements	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> </ul>	<ul style="list-style-type: none"> <li>perform dances using a range of movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> </ul>
Fundamental Skills Development	<p>Manipulative skills – accurate feed Locomotor – side-step, chassis, Non-locomotor – twist, turn, pivot, confidence with both hands, serve (forehand, backhand), overhead shot, rally Participation – Badminton – scoring points in the game. Focus on spacing</p>	<p>Manipulative skills – use of mats (spatial awareness) Locomotor – straight jump, star jump, tuck jump, pike jump, straddle, forward roll, backwards roll Non-locomotor – hold position, balance Participation – Sequencing balances and rolls.</p>	<p>Manipulative skills – No equipment required. Locomotor – moving without gravity Non-locomotor – hold position, balance Participation – Performing to an audience</p>	<p>Manipulative skills – Use of springboards and box equipment Locomotor – straight jump, star jump, tuck jump, pike jump, straddle, forward roll, backwards roll, cartwheels, vaults Non-locomotor – hold position, balance Participation – Sequencing of different jumps, leaps, hold and balances.</p>	<p>Manipulative skills – accurate feed, Locomotor – run, pivot, Non-locomotor – throw, catch, communicate, bat Participation – Rounders – scoring rounders and fielding for the opposition team.</p>	<p>Manipulative skills – Use of cones for spatial awareness, skipping ropes, floor ladders Locomotor – agility, change of direction, side-step, leap, gallop, skip Non-locomotor – strength, conditioning and cardiovascular holds Participation – Creating a circuit and participating in other circuits.</p>
Participation opportunities	Participation – Badminton – scoring points in the game. Focus on spacing	Participation – Sequencing balances and rolls.	Participation – Performing to an audience	Participation – Sequencing of different jumps, leaps, hold and balances.	Participation – Rounders – scoring rounders and fielding for the opposition team.	Participation – Creating a circuit and participating in other circuits.
Potential technical errors	<p>Not being able to use spatial awareness in a game situation. Not being able to hold a racquet correctly. Not being able to control the weight of the shuttlecock. Not being able to perform the underarm/overarm shots.</p>	Not being able to use apparatus safely.	Not being able to link together a range of balances.	Not being able to use apparatus safely.	<p>Not being able to strike the ball correctly. Not being able to bowl accurately. Not being able to use spatial awareness in a game situation.</p>	Not being able to perform technical moves.
Learning sequence  Statements in bold are essential, others are desirable	<p>LO: To be able to control the shuttle with a racquet. LO: To be able to serve underarm. LO: To return a shuttle. LO: To perform the overhead action. LO: To learn the basic rules and tactics for a game. LO: To perform the backhand shot. LO: To select the best shot to use depending on height and direction of the shuttle.</p>	<p><b>LO: Perform combinations of actions and agilities that show clear differences between levels, speeds and directions.</b> <b>LO: Perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension.</b> <b>LO: Repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction.</b></p>	<p><b>LO: To use gesture to show a farewell/goodbye action.</b> <b>LO: To work as a group to create a rocket pose.</b> <b>LO: To create a movement that reflects the feeling of weightlessness.</b> <b>LO: To create a dance motif for the chorus to perform in unison as a whole class.</b> <b>LO: To respond to a stimulus to create three group poses.</b> <b>LO: To show smooth transitions from on phrase of dance to another.</b></p>	<p>LO: Take more responsibility for their own warm-up. LO: Know how muscles work, how to stretch, and how to carry out strengthening exercises safely. LO: Know why strength and suppleness are important in gymnastics. LO: Watch and comment on the quality of movements, shapes and balances, and the way apparatus is used. LO: Identify which aspects were performed consistently, accurately, fluently and clearly.</p>	<p>LO: To show the correct batting action for rounders. LO: To learn three rules for bowling. LO: To bat a bowled ball into a space. LO: To throw from the back stop to a post accurately. LO: To decide when to stop running around the posts when batting. LO: To catch a ball under pressure. LO: To explain how to score in rounders when batting.</p>	<p>LO: To perform in a circuit of activities to improve strength, conditioning and cardiovascular. LO: To perform in a circuit of activities to improve speed and stamina. LO: To perform consistently good coordination skills when under pressure. LO: To improve agility and coordination skills when performing a set routine. LO: To cooperate well with a partner when performing tasks to improve core.</p>

Year 5	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	<b>Indoor P.E.</b>											
Unit title	Badminton		Gym		Dance		Gym		Rounders		Indoor Fitness	
	LO: To rally using a variety of shots.		<b>LO: Adapt sequences to include a partner or a small group.</b> <b>LO: Take more responsibility for their own warm-up</b> <b>LO: Know how muscles work, how to stretch, and how to carry out strengthening exercises safely</b> <b>LO: Know why strength and suppleness are important in gymnastics</b>				LO: Suggest improvements to speed, direction and level in the composition.		LO: To play a game of rounders and understand the basic rules for batting and fielding.		LO: To show a rapid change in direction when performing agility exercises.	
Tier 2 vocabulary	Forehand	Serve	jump		twist	turn	jump		bowl	Run	agility	
	Backhand	Overhead			pivot	run			pivot			
	Rally				crawl							
Tier 3 vocabulary	Shuttlecock	Self-feed	Forward roll	Backwards roll			Forward roll	Backwards roll	base	rounder	Body-conditioning	Coordination
			Straight jump	Star jump			Straight jump	Star jump	stump			

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Outdoor P.E.</b>					
Unit title	Tag Rugby	Netball	Hockey	OAA	Tennis	Cricket
NC Statements	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
Fundamental Skills Development	<p>Manipulative skills – Accurate feed with a rugby ball</p> <p>Locomotor – run in unison, removing a tag belt safely. Kick</p> <p>Non-locomotor – backwards pass, score a try</p> <p>Participation – Tag Rugby – scoring points following Tag Rugby rules</p>	<p>Manipulative skills – Accurate feed with a netball</p> <p>Locomotor – move in unison, area discipline</p> <p>Non-locomotor – heel turn bounce, shoot, communicate</p> <p>Participation – Netball – scoring points following Netball rules</p>	<p>Manipulative skills – Accurate feed with a hockey stick</p> <p>Locomotor – run in unison, area discipline</p> <p>Non-locomotor – strike a hockey ball, use the correct side of a hockey stick. Spatial awareness in a game context.</p> <p>Participation – Hockey – scoring points following Hockey rules</p>	<p>Manipulative skills – Use of a compass. Navigate an area efficiently and safely.</p> <p>Locomotor – Walk</p> <p>Non-locomotor – Navigate</p> <p>Participation – Complete a range of orienteering activities.</p>	<p>Manipulative skills – accurate feed, Locomotor – run, pivot,</p> <p>Non-locomotor – throw, catch, communicate, bat to the left/right</p> <p>Participation – Rounders – scoring rounders and fielding for the opposition team.</p>	<p>Manipulative skills – Accurate feed with a cricket bat. Accurate feed with a cricket ball</p> <p>Locomotor – field, jog, sprint</p> <p>Non-locomotor – strike, overarm throw, catch</p> <p>Participation – Cricket – scoring runs following cricket rules. Fielding effectively.</p>
Participation opportunities	Participation – Tag Rugby – scoring points following Tag Rugby rules	Participation – Netball – scoring points following Netball rules	Participation – Hockey – scoring points following Hockey rules	Participation – Complete a range of orienteering activities.	Participation – Rounders – scoring rounders and fielding for the opposition team.	Participation – Cricket – scoring runs following cricket rules. Fielding effectively.
Potential technical errors	<p>Not being able to remove a ‘tag belt’ correctly.</p> <p>Not being able to hold the rugby ball correctly.</p> <p>Not being able to throw the tag rugby ball accurately.</p>	<p>Not being able to perform the step shot in order to score a net.</p> <p>Not being able to use spatial awareness in a game situation.</p>	<p>Not being able to hold a hockey stick correctly.</p> <p>Not being able to strike the hockey ball correctly.</p>	<p>Not being able to use a map effectively.</p>	<p>Not being able to hold the racquet accurately.</p> <p>Not being able to use spatial awareness in a game situation.</p>	<p>Not being able to use spatial awareness in a game situation.</p> <p>Not being able to perform the overarm bowl.</p>
Learning sequence	<p>LO: I can perform evasion skills as an attacker with ball in hand.</p> <p>LO: I can perform the role of defending through marking moving players.</p> <p>LO: I can control and pass ball from hand to players on the run.</p> <p>LO: I can develop game decision making.</p> <p>LO: I can carry the ball in two hands.</p> <p>LO: I can perform evasion skills.</p> <p>LO: I can communicate with members of my team.</p> <p>LO: I can perform a role when defending.</p>	<p><b>LO: To land correctly when catching a ball in netball.</b></p> <p><b>LO: To perform three different passes with control and accuracy.</b></p> <p><b>LO: To pass and receive on the move demonstrating correct footwork.</b></p> <p><b>LO: To shoot with accuracy (scoring 50% of the time).</b></p> <p><b>LO: To dodge to move into a space.</b></p> <p><b>LO: To mark a player without the ball.</b></p> <p><b>LO: To know where each position stands on a court for a centre pass in Hi5 netball.</b></p> <p><b>LO: To know three basic rules for netball.</b></p>	<p><b>LO: To dribble the ball at speed and change direction.</b></p> <p><b>LO: To demonstrate dribbling and passing the ball on the move.</b></p> <p><b>LO: To perform reverse stick to change direction.</b></p> <p><b>LO: To dribble the ball around a defender and tackle the ball from another player.</b></p> <p><b>LO: To shoot at goal from a crossed ball.</b></p> <p><b>LO: To demonstrate dodging to lose your opponent to mark another player without the ball.</b></p> <p><b>LO: To plan tactics for a short corner situation.</b></p> <p><b>LO: To plan an activity to develop passing over both long and short distances.</b></p>	<p>LO: To know how to plan a route using a map.</p> <p>LO: To know how to work together as a team.</p> <p>LO: To know how to draw a map.</p> <p>LO: To know how to use symbols to show different landmarks.</p> <p>LO: To know how to follow a set route.</p> <p>LO: To know how to record information accurately at the control sites.</p> <p>LO: To know the eight points of a compass.</p> <p>LO: To know how to follow a set route.</p> <p>LO: To know how to work cooperatively and allocate and share roles and responsibilities.</p>	<p>LO: To cooperate with a partner; to adopt the ready position; to develop sending skills with control.</p> <p>LO: To co-operate with a partner; to maintain the ready position; to develop forehand and backhand techniques;</p> <p>LO: To co-operate with a partner; to understand ‘over and in’ tactic – developing spatial awareness; to always try to ‘maintain court position’</p> <p>LO: To co-operate with a partner; to co-ordinate both arms to serve; to control the ball when serving</p> <p>LO: To co-operate with a partner; to control the ball over different distances;</p>	<p>LO: I can use the correct technique for throwing and catching a ball.</p> <p>LO: I can hold and use a cricket bat correctly.</p> <p>LO: I can throw using under/over arm techniques.</p> <p>LO: I can begin to develop skills needed for fielding.</p> <p>LO: I can begin to use the correct method for bowling in cricket.</p> <p>LO: I can use tactics and work with team mates to win a game.</p> <p>LO: I can take part in and help keep a game of cricket going using my understanding of the rules.</p>
Statements in bold are essential, others are desirable						

Year 5	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Outdoor P.E.												
Unit title	Tag Rugby		Netball		Hockey		OAA		Tennis		Cricket	
							LO: To know how to read coordinates on a map. LO: To record information accurately.		LO: To recognise the 5 basic ways to win a point; to practise playing points and scoring.			
Tier 2 vocabulary	defend	catch	dodge	pass	dribble	passing	landmarks	route	racquet	net		
			mark		tackle						strike	bat
											Overarm bowl	
Tier 3 vocabulary	tag				corner	strike	compass		Over-and-over tactic		stump	stumps



Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Indoor P.E.</b>					
Unit title	Dance	Gym	Dance	Gym	Badminton	Rounders
NC Statements	<ul style="list-style-type: none"> <li>perform dances using a range of movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> </ul>	<ul style="list-style-type: none"> <li>perform dances using a range of movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
Fundamental Skills Development	<p>Manipulative skills – No equipment involved.</p> <p>Locomotor – twist, turn, pivot, balance, roll, crawl, skip, hop</p> <p>Non-locomotor – facial expressions to show motifs, reacting to different people’s expressions, balance, hold.</p> <p>Participation – Performing to an audience.</p>	<p>Manipulative skills – Use of springboards and box equipment</p> <p>Locomotor – straight jump, star jump, tuck jump, pike jump, straddle, forward roll, backwards roll, cartwheels, vaults</p> <p>Non-locomotor – hold position, balance</p> <p>Participation – Sequencing of different jumps, leaps, hold and balances.</p>	<p>Manipulative skills – No equipment required.</p> <p>Locomotor – Crawl, slide, dance in unison.</p> <p>Non-locomotor – turning at different levels. Move in time with the music. Stretch, curl</p> <p>Participation – Performing to an audience.</p>	<p>Manipulative skills – Use of springboards and box equipment</p> <p>Locomotor – straight jump, star jump, tuck jump, pike jump, straddle, forward roll, backwards roll, cartwheels, vaults</p> <p>Non-locomotor – hold position, balance</p> <p>Participation – Sequencing of different jumps, leaps, hold and balances.</p>	<p>Manipulative skills – accurate feed, understanding the flight of the shuttle</p> <p>Locomotor – side-step, chassis, sprint, lunge</p> <p>Non-locomotor – twist, turn, pivot, confidence with both hands, serve (forehand, backhand), overhead shot, rally</p> <p>Participation – Badminton – scoring points in the game. Focus on spacing</p>	<p>Manipulative skills – accurate feed, Locomotor – run, pivot, Non-locomotor – throw, catch, communicate, bat to the left/right</p> <p>Participation – Rounders – scoring rounders and fielding for the opposition team.</p>
Participation opportunities	Participation – Performing to an audience.	Participation – Sequencing of different jumps, leaps, hold and balances.	Participation – Performing to an audience.	Participation – Sequencing of different jumps, leaps, hold and balances.	Participation – Badminton – scoring points in the game. Focus on spacing	Participation – Rounders – scoring rounders and fielding for the opposition team.
Potential technical errors	Not being able to link together a range of balances.	Not being able to use apparatus safely.	Not being able to link together a range of balances.	Not being able to use apparatus safely.	Not being able to use spatial awareness in a game situation. Not being able to hold a racquet correctly. Not being able to control the weight of the shuttlecock. Not being able to perform the underarm/overarm shots.	Not being able to strike the ball correctly. Not being able to bowl accurately. Not being able to use spatial awareness in a game situation.
Learning sequence  Statements in bold are essential, others are desirable	<p>LO: To create a motif of movements that show strength.</p> <p>LO: To be able to perform a variety of linked moves that reflect intimidation.</p> <p>LO: To develop a short motif to include action/reaction moves with a partner.</p> <p>LO: To be able to trust your partner to take/hold/move your body within a dance.</p> <p>LO: To move into/out of held positions with fluidity and in time to music.</p> <p>LO: To perform own sequence within a whole group dance.</p>	<p><b>LO: to set out apparatus safely, to perform a basic gymnastic roll with control and describe to a partner how to improve the roll, to remember and use the correct terminology for different rolls.</b></p> <p><b>LO: to perform gymnastic jumps with correct take off and landing techniques, to attempt gymnastic jumps with good body tension, to perform a linking sequence of moves which the children can perform competently.</b></p> <p><b>LO: to learn the correct terminology for some basic and advanced gymnastic balances, to assist with teaching</b></p>	<p><b>LO: To use gesture to develop a phrase to demonstrate waking.</b></p> <p><b>LO: To explore different ways of turning at different levels.</b></p> <p><b>LO: To mirror a partner with fluidity and in time to the music.</b></p> <p><b>LO: To create a group phrase using opposing actions words.</b></p> <p><b>LO: To be able to dance in unison as a whole class.</b></p> <p><b>LO: To create a sequence to perform in time with a group and to the music.</b></p>	<p><b>LO: to set out apparatus safely, to perform a basic gymnastic roll with control and describe to a partner how to improve the roll, to remember and use the correct terminology for different rolls.</b></p> <p><b>LO: to perform gymnastic jumps with correct take off and landing techniques, to attempt gymnastic jumps with good body tension, to perform a linking sequence of moves which the children can perform competently.</b></p> <p><b>LO: to learn the correct terminology for some basic and advanced gymnastic balances, to assist with teaching</b></p>	<p>LO: To be able to throw up a ball for self feed for an underarm serve.</p> <p>LO: To return a ball using a forehand shot after one bounce.</p> <p>LO: To perform a forehand volley.</p> <p>LO: To describe the action used for a drop shot.</p> <p>LO: To explain why we moved back to the centre of the court after each hit.</p> <p>LO: To serve using an overarm action.</p> <p>LO: To return the ball using a backhand shot.</p>	<p>LO: To show the correct batting action for rounders.</p> <p>LO: To learn three rules for bowling.</p> <p>LO: To bat a bowled ball into a space.</p> <p>LO: To throw from the back stop to a post accurately.</p> <p>LO: To decide when to stop running around the posts when batting.</p> <p>LO: To catch a ball under pressure.</p> <p>LO: To explain how to score in rounders when batting.</p>



Year 6

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Indoor P.E.											
Unit title	Dance		Gym		Dance		Gym		Badminton		Rounders	
			<p>balances to a partner, to perform a group balance with control.</p> <p>LO: to set out an apparatus station in a group responsibly. To practice and develop the cartwheel skill. To develop a sequence with an increasing number of skills.</p> <p>LO: To choose 8-10 skills to be part of a sequence. To perform the sequence to another class member. To evaluate a performance and offer positive feedback.</p> <p>LO: To adapt their sequence to be performed in a group. To arrange and organise their sequence so that the groups start and finish in different positions.</p>				<p>balances to a partner, to perform a group balance with control.</p> <p>LO: to set out an apparatus station in a group responsibly. To practice and develop the cartwheel skill. To develop a sequence with an increasing number of skills.</p> <p>LO: To choose 8-10 skills to be part of a sequence. To perform the sequence to another class member. To evaluate a performance and offer positive feedback.</p> <p>LO: To adapt their sequence to be performed in a group. To arrange and organise their sequence so that the groups start and finish in different positions.</p>				<p>LO: To play a game of rounders and understand the basic rules for batting and fielding.</p>	
Tier 2 vocabulary	balance		balance	roll	balance		balance		racquet	net	base	strike
			bounce						forehand		field	
Tier 3 vocabulary	sequencing				Sequencing				Self-feed	Overarm action	stump	

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Outdoor P.E.</b>					
Unit title	Basketball	Football	Tennis	OAA	Cricket	Netball
NC Statements	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
Fundamental Skills Development	<p>Manipulative skills – Accurate feed with a basketball</p> <p>Locomotor – area discipline, dribble with the basketball</p> <p>Non-locomotor – chest pass, floor pass, shoot</p> <p>Participation – Basketball – scoring points following Basketball rules.</p>	<p>Manipulative skills – Accurate feed with a football. Being able to control a football with feet.</p> <p>Locomotor – side-step, sprint, run, jump, leap, dive</p> <p>Non-locomotor – kick, catch, head</p> <p>Participation – Football – scoring goals following football rules</p>	<p>Manipulative skills – accurate feed. Understanding height and distance.</p> <p>Locomotor – Sprint, jog, side-step</p> <p>Non-locomotor – twist, turn, pivot, underarm, overarm, serve, rally</p> <p>Participation – Tennis – scoring points in a game. Using the net if confident enough.</p>	<p>Manipulative skills – Use of a compass. Navigate an area efficiently and safely.</p> <p>Locomotor – Walk</p> <p>Non-locomotor – Navigate</p> <p>Participation – Complete a range of orienteering activities.</p>	<p>Manipulative skills – Accurate feed with a cricket bat. Accurate feed with a cricket ball</p> <p>Locomotor – field, jog, sprint</p> <p>Non-locomotor – strike, overarm throw, catch</p> <p>Participation – Cricket – scoring runs following cricket rules. Fielding effectively.</p>	<p>Manipulative skills – Accurate feed with a netball</p> <p>Locomotor – move in unison, area discipline</p> <p>Non-locomotor – heel turn bounce, shoot, communicate</p> <p>Participation – Netball – scoring points following Netball rules</p>
Participation opportunities	Participation – Basketball – scoring points following Basketball rules.	Participation – Football – scoring goals following football rules	Participation – Tennis – scoring points in a game. Using the net if confident enough.	Participation – Complete a range of orienteering activities.	Participation – Cricket – scoring runs following cricket rules. Fielding effectively	Participation – Netball – scoring points following Netball rules
Potential technical errors	<p>Not being able to travel correctly.</p> <p>Not being able to perform passess accurately.</p> <p>Not using spatial awareness in a game situation.</p>	<p>Not being able to strike the football.</p> <p>Not being able to change direction.</p> <p>Not being able to use spatial awareness in a game situation.</p>	<p>Not being able to hold the racquet accurately.</p> <p>Not being able to use spatial awareness in a game situation.</p>	<p>Not being able to use a compass accurately.</p>	<p>Not being able to use spatial awareness in a game situation.</p> <p>Not being able to perform the overarm bowl.</p>	<p>Not being able to perform the step shot in order to score a net.</p> <p>Not being able to use spatial awareness in a game situation.</p>
Learning sequence	<p>LO: To be able to pass and receive with increased control and accuracy.</p> <p>LO: To be able to use correct footwork and to understand the travel rule.</p> <p>LO: To be able to pass the ball on the move and to signal for the ball effectively.</p> <p>LO: To be able to keep head up whilst dribbling the ball and to try to beat the defender when dribbling.</p> <p>LO: To shoot with more accuracy at a target and to use fast break to move the ball up court quickly.</p> <p>LO: To learn correct man to man defence technique.</p>	<p><b>LO: To perform dribbling and turning skills to keep possession of the ball.</b></p> <p><b>LO: To pass the ball accurately over both long and short distances.</b></p> <p><b>LO: To choose when and where to pass the ball to another player.</b></p> <p><b>LO: To shoot from different angles in front of the goal.</b></p> <p><b>LO: to close down play to perform a block tackle.</b></p> <p><b>LO: To perform basic goalkeeping skills.</b></p> <p><b>LO: To control the ball with different part of the body.</b></p> <p><b>LO: To demonstrate the correct technique for a throw in.</b></p>	<p><b>LO: To be able to throw up a ball or a self feed for an underarm serve.</b></p> <p><b>LO: To return a ball using a forehand shot after one bounce.</b></p> <p><b>LO: To perform a forehand volley.</b></p> <p><b>LO: To describe the action used for a drop shot.</b></p> <p><b>LO: To explain why we move back to the centre of the court after each hit.</b></p> <p><b>LO: To serve using an overarm action.</b></p> <p><b>LO: To return the ball using a back hand shot.</b></p> <p><b>LO: To work with a partner to cover the court in doubles.</b></p>	<p>LO: To know how to plan a route using a map.</p> <p>LO: To know how to work together as a team.</p> <p>LO: To know how to draw a map.</p> <p>LO: To know how to use symbols to show different landmarks.</p> <p>LO: To know how to follow a set route.</p> <p>LO: To know how to record information accurately at the control sites.</p> <p>LO: To know the eight points of a compass.</p> <p>LO: To know how to follow a set route.</p> <p>LO: To know how to work cooperatively and allocate and share roles and responsibilities.</p>	<p>LO: I can use the correct technique for throwing and catching a ball.</p> <p>LO: I can hold and use a cricket bat correctly.</p> <p>LO: I can throw using under/over arm techniques.</p> <p>LO: I can begin to develop skills needed for fielding.</p> <p>LO: I can begin to use the correct method for bowling in cricket.</p> <p>LO: I can use tactics and work with team mates to win a game.</p> <p>LO: I can take part in and help keep a game of cricket going using my understanding of the rules.</p>	<p>LO: To perform the chest and bounce pass.</p> <p>LO: To be able to dodge effectively.</p> <p>LO: To preform the ‘feint dodge’ and develop shooting skills.</p> <p>LO: To understand the role of the centre player.</p> <p>LO: To be able to defend effectively.</p> <p>LO: To perform netball skills in a match scenario.</p>
Statements in bold are essential, others are desirable						

Year 6	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	<b>Outdoor P.E.</b>											
Unit title	Basketball		Football		Tennis		OAA		Cricket		Netball	
	LO: To learn how to outwit a defender using 1 v 1 skills such as jab step and fake & drive.						LO: To know how to read coordinates on a map. LO: To record information accurately.					
Tier 2 vocabulary	basket	dribble	dribble	shoot	serve	forehand	navigate		stumps	strike	pass	
	Chest-pass	Floor-pass			backhand							
Tier 3 vocabulary	travel	Slam-dunk			slice				stump	Overarm bowl	net	