

PE	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Dance 1: 1. Respond to a range of stimuli and types of music 2. To show control, coordination and spatial awareness 3. Watch what others do and suggest improvements to their work 4. To perform leading and following movements 5. To perform a short dance with a clear start, middle and end 6. To use repeated actions in our dance	Gymnastics 1: 1. To perform 'like actions' in a sequence 2. To carry and set up apparatus safely 3. To perform shapes on both large or small body parts 4. To take off and land and use shapes in our jumps 5. To travel on our feet, showing good body tension 6. How we can create different levels in our performance	Dance 2: 1. To perform actions to well-known nursery rhymes. 2. To march in time to the beat and turn while marching. 3. To march in time as a group. 4. To perform actions in canon (one after the other). 5. To perform a short dance using canon. 6. To perform in rounds in different groups.	Gymnastics 2: 1. To move on, off and over apparatus and use the 'Magic Chair' landing to 2. To rock on different parts of our body and rock using shape 3. To perform specific point balances such as 'h' and 'y' balance 4. To perform actions at the same time as others (unison) 5. To perform actions one person after the other 6. To turn and jump and quarter and half turn	OAA 1. To follow simple instructions to complete a trail. 2. To find matching symbols. 3. To copy and create a hoop dance. 4. To respond and make decisions. 5. To match shape symbols to pieces of equipment. 6. To work with a partner to complete a scavenger hunt.	Run, Jump & Throw 2: 1. To use agile movements in different activities. 2. To use different ways to recognise the start and end of an activity e.g. whistle. 3. To develop stamina when running. 4. To develop core strength to improve throwing. 5. To leap, stride, jump and travel in different ways. 6. To choose the best starting position for running quickly.
	Vocabulary: Stretch, swing, mood, feeling, static, start, middle, end	Vocabulary: Balance, tense, relaxed, shape, stretched, curled, carry, control, extension, fast, hang, high, jump, link, low	Vocabulary: Compose, choose, select, emotions, canon, rhyme, theme, character, round, respond.	Vocabulary: Balanced, body, tension, rock, roll, link, quarter, half, turn, spin, twist, unison, canon	Vocabulary: Sequence, problems, instructions, perform, symbol, core strength, coordination, shape, map, repeat, pattern, individual, group.	Vocabulary: A variety of balls, hoops, bean bags, quoits, throw down markers, foam javelins, balloons, stopwatch, measuring tape, skipping ropes.
	Prior Learning: Physical Development - EYFS	Prior Learning: Used simple gymnastics actions and shapes. Applied basic strength to gymnastic actions. Begun to carry apparatus. Recognised like actions and linked them.	Prior Learning: Responded to a range of stimuli. Explored space, direction, levels and speeds and performed with different body parts.	Prior Learning: Used simple gymnastics actions and shapes. Applied basic strength to gymnastic actions. Begun to carry apparatus. Recognised like actions and linked them.	Prior Learning: Copied and repeated various patterns and actions. Continued to work in teams. Solved more complex tasks.	Prior Learning: Begun to link running and jumping. Learnt and refined a range of running. Developed throwing techniques to throw over longer distances.
	Hit, Catch & Run 1: 1. To select a space to throw or roll a ball into. 2. To track and collect a rolling ball. 3. To catch a ball to stop an opponent from scoring. 4. To use our hands to hit a ball. 5. To hit a ball off a cone. 6. To work as a team to score points	Hit, Catch & Run 2: 1. To run quickly to stump a base. 2. To begin to hit a ball with accuracy. 3. To move and intercept a ball. 4. To run around bases to score points. 5. To catch a ball to get a batter out. 6. To stop other teams from scoring points.	Attack, Defend & Shoot 1: 1. To hit a target. 2. To defend a target. 3. To roll and slide balls and beanbags. 4. To shoot in a game to get points. 5. To work with a partner to score points. 6. To use our attacking and defending skills in a game.	Attack, Defend & Shoot 2: 1. To find our pulse on our wrists. 2. To move side to side to defend a goal. 3. To bounce a ball with control to ourselves. 4. To aim at different targets. 5. To adapt to a game with changing rules. 6. To play in the best defensive position in a game.	Run, Jump, Throw 1: 1. To start and stop moving at speed 2. To use our arms when running at different speeds 3. To take off on two feet to jump for distance 4. To use correct technique to throw different objects for distance 5. To show improvement in our throwing 6. To take part in a competition using running, jumping, and throwing skills	Send & Return 1: 1. To slide a beanbag to a target. 2. To hit a ball in different ways with our hands. 3. To move towards a ball to return it. 4. To work with a partner to stop and return a beanbag. 5. To know what a rally is and rallying with a partner. 6. To send a ball into space to make it harder for our opponent.
	Vocabulary: Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw.	Vocabulary: Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw.	Vocabulary: Attack, catch, compete, defend, over-arm, play against, receive, roll, rolling, send, throw, under-arm.	Vocabulary: Balanced, body, tension, rock, roll, link, quarter, half, turn, spin, twist, unison, canon	Vocabulary: Backwards, distance, far, fast, forwards, furthest, high, loop, link, medium, fastest	Vocabulary: Hit, send, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, batter, hitter, forehand, backhand, court.
	Prior Learning: Physical Development - EYFS	Prior Learning: Able to hit objects with hand or bat. Tracked and retrieved a rolling ball. Throw and catch a variety of balls and objects.	Prior Learning: Experienced a variety of games. Practised throwing and catching and can demonstrate the basics of these skills.	Prior Learning: Practiced basic movements, including running, jumping etc. Engaged in competitive activities. Experienced opportunities to improve ABCs.	Prior Learning: Experienced sending a variety of balls, quoits and beanbags. Can use a range of motor skills. Able to walk, run and travel at a variety of speeds.	Prior Learning: Pupils will have used a variety of balls, beanbags, bats and markers. Mastered basic running movements in different directions.

Year 2	Dance 1: 1. To move like Penguin Small 2. To move like a polar bear 3. To move like a snowman 4. To move like the sea using canon 5. To make an ending to a dance 6. To perform a class dance with beginning, middle and end	Gymnastics 1: 1. To combine 4 elements into a floor sequence 2. To create power in a variety of different jumps 3. To take weight on our hands and move in different ways 4. To use our flexibility in a bridge and japana gymnastic shape 5. To perform the point balance arabesque 6. To perform a teddy roll	Dance 2: 1. To use movement and facial expressions to bring characters from <i>Charlie and the Chocolate Factory</i> to life. 2. To learn how to move like Willy Wonka using canon. 3. To remember and perform an Oompa Loompa dance phrase in time and in unison with a partner. 4. To create and perform an Oompa Loompa duet using different dynamics 5. To create and perform a clear ending for our <i>Charlie and the Chocolate Factory</i> dance. 6. To rehearse, perform and evaluate our complete <i>Charlie and the Chocolate Factory</i> dance.	Gymnastics 2: 1. To use a relevé walk in a sequence. 2. To perform a dish and arch shape moving smoothly from one to the other. 3. To develop our strength in back support and crab. 4. To frog jump and leapfrog. 5. To hold an L-sit with a straight back. 6. To bring rhythm and flow to our sequence.	Run, Jump, Throw 1: 1. To move quickly whilst being aware of others around. 2. To create power with our legs to turn at speed. 3. To move through an obstacle course with speed and control. 4. To choose the best throw for different situations. 5. To work with our partner and explore different jumps for distance 6. To compete as part of a team to run, jump and throw	OAA: 1. To work as a team to complete a task. 2. To use searching and observation skills to find shapes. 3. To copy and then create a simple movement pattern. 4. To give clues to guide a blindfolded person safely. 5. To work well with others and have fun playing different games. 6. To match map symbols.
	Vocabulary: Solo, duet, mood, feeling, penguin, musicality, respond, sea, gentle, stormy, floating, spinning, unison, canon, friendship, abandonment.	Vocabulary: Balance, shape, bridge, jump power, weight-on, point, patch, teddy, dolly, front-straddle, cup, puck, v-sit, japana, arabesque	Vocabulary: Story, unison, canon, characters, feedback, improve, duet, solo, factory, Oompa Loompas, performance, golden ticket, mirroring.	Vocabulary: Body tension, carry, control, extension, fast, hang, timing, travel, turn, transition, smooth, relevé, core muscles.	Vocabulary: Run, throw, handle, power, quick, burpee, obstacle, control, stamina, static, dynamic, collect.	Vocabulary: Reach, search, find, explore, teamwork, speed, verbal, tactile, map, key, equipment, variety.
	Prior Learning: Built simple movement patterns from given actions. Composed and linked actions to make simple movement phrases.	Prior Learning: Shown a range of recognised point balances. Can link turns, twists, rocks and rolls. Can perform unison, simple canon and unison techniques.	Prior Learning: Apply facial expressions to music showing emotions such as fear and anger. Begin to use spatial and dynamic choices in work. Offer feedback and respond to feedback.	Prior Learning: Can describe and explain how performers can transition and link elements. Performed basic actions with control at different speeds and levels. Developed flexibility in a range of shapes and balances.	Prior Learning: Increased stamina and core strength. Worked collaboratively on more complex tasks. Worked to improve strength, balance, agility and coordination.	Prior Learning: Used thinking skills to follow multi-step instructions. Solved more challenging problems as an individual. Can comprehend that one thing can represent another. Taken part in activities with increasing challenges to build confidence.
	Hit, Catch & Run 1: 1. To hit a ball and score points running to cones. 2. To defend a target by kicking. 3. To bowl underarm with control. 4. To hit a ball using different bats and techniques. 5. To throw accurately to a base. 6. To apply our striking, fielding skills in a game situation, using what we've learned to play fairly.	Hit, Catch & Run 2: 1. To time our run around the bases to stay safe. 2. To strike the ball accurately into space by choosing where and how to hit it. 3. To bowl the ball so it bounces in front of the batter 4. To understand the role of the wicketkeeper. 5. To develop fielding skills by reacting quickly to different types of balls 6. To bowl underarm in a game with accuracy.	Attack, Defend & Shoot 1: 1. To kick the ball over long and short distances 2. To stop a ball with control using the foot. 3. To work as a team to keep the ball. 4. To bounce a ball with my partner. 5. To bounce the ball while we are moving (dribbling). 6. To pass the ball forward in a game.	Attack, Defend & Shoot 2: 1. To throw different types of equipment. 2. To move to space after passing the ball. 3. To pass and move forward to a target with a partner. 4. To position ourselves as a goalkeeper. 5. To intercept a ball from a person on the other team. 6. To use the skills we have developed in a competition.	Send & Return 1: 1. To stay on our toes to move quickly to the ball. 2. To identify which hand is dominant in a game. 3. To understand the basic rules of serving to our partner. 4. To develop agility and use it in a game. 5. To use the correct grip to hit a self-fed ball. 6. To use the ready position in a rally.	Run, Jump & Throw 2: 1. To work individually to run over a longer distance. 2. To develop strength and jump for height. 3. To create power when throwing for distance. 4. To use breathing techniques to be able to run more. 5. To adapt our rolling style for different games. 6. To listen to others and work as a team to achieve the highest score possible.
	Vocabulary: Hit, catch, runs, wicket, bats, bowl, feed, throw, catch, underarm, overarm, field, hitter, bowler, umpire, posts, stumps.	Vocabulary: Outwit, bowler, strike, respond, stump, stumping, wicketkeeper, backstop, position, role.	Vocabulary: Aim, attack, compete, control, cooperate, receive, restart, sideline.	Vocabulary: Rebound, aim, speed, direction, scoring, controlling, following, intercepting, tactics.	Vocabulary: Serve, bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, racquet.	Vocabulary: Strength, distance, power, repetition, power, accuracy, agility, burn, stamina, fitness, persevere, tally, develop, lap, cooperate, compete.
	Prior Learning: Developed sending and receiving skills to benefit fielding as a team. Distinguished between the roles of batters and fielders. Introduced to the concept of simple tactics.	Prior Learning: Have developed hitting skills with a variety of bats. Practiced feeding/bowling skills. Hit and run to score points in games.	Prior Learning: Can recognise rules and apply them. Can use and apply simple strategies for invasion games. Can describe why we take part in exercise and enjoy it.	Prior Learning: Can send a ball using feet and can receive a ball using feet. Refined ways to control bodies and used a range of equipment. Recalled and linked combinations of skills, e.g., dribbling and passing.	Prior Learning: Developed sending skills with a variety of balls. Tracked, intercepted and stopped a variety of objects. Selected and applied skills to beat the opposition.	Prior Learning: Thrown and handled a variety of objects. Developed power, agility, coordination and balance. Negotiated obstacles showing increased control.

Year 3	Dance 1: - To represent the character of Matilda in our movements - To represent Matilda’s magical powers in a duet - To represent the character of Miss Trunchbull in our movements - To demonstrate Miss Trunchbull’s punishments in a duet - To put our ideas together to create a class dance - To perform a class dance	Gymnastics 1: - To show full extension during a balance - To move in and out of contrasting shapes with fluency - To perform a sequence using different types of rolls - To perform powerful jumps from low apparatus - To perform in unison with a partner - To create a group performance using contrasting actions	Dance 2: - Learn how to represent pirates in our movements - To create a journey duet - To create a searching solo phrase - To show in our dance that we have found treasure - To combine our solo and duet phrases into a class dance - To perform a class dance	Gymnastics 2: - To perform a Japana with control and link it smoothly to other gymnastics actions. - To use bounces and broad jumps with power and control in a sequence. - To take weight through our hands and arms and attempt a half lever. - To transition from one element to another, demonstrating control - To control our body weight through our hands and perform a side support - To combine our body-management skills into a creative final performance.	Tag Rugby - To use speed to run past defenders. - To use a short pass in a game. - To use agility to evade being tagged - To understand and apply the tag protocol in game situations. - To close down an attacker’s space as a defender. - To perform a backward pass to continue an attack.	Tennis: - To use the ready position to return a ball. - To hit the ball to different parts of the court using a forehand hit. - To perform an underarm serve to start a rally. - To move towards a ball to return it over the net. - To play cooperatively with a partner to keep the ball moving over the net. - To perform forehand hits to score points in a competition.
	Vocabulary: Expressions, improvisation, rehearse, director	Vocabulary: Fluency, contrasting, unison, low, combinations, full turn, half turn, flexibility, compositional ideas	Vocabulary: Pirate, journey, search, treasure, jolly roger, ship, telescope, duet, solo, phrase, combine, phase, improvisation	Vocabulary: Sustained, explosive, power, control, group, similar, different, bounce, fluency, half lever, extension.	Vocabulary: Space, accurately, mark, dodge, attack, defend, footwork, possession, evading, close down, sportsmanlike.	Vocabulary: Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm.
	Prior Learning: Performed using more sophisticated formations as well as an individual. Used the stimuli to copy, repeat and create dance actions and motifs.	Prior Learning: Developed body management. Used core strength to link elements. Attempted to use rhythm while performing a sequence.	Prior Learning: Practised and put together a performance. Performed using facial expressions. Perform with a prop.	Prior Learning: Modified actions independently using different pathways, directions and shapes. Consolidated and improved movements and gymnastics actions. Related strength and flexibility to actions. Used basic compositional ideas.	Prior Learning: Can send and receive a ball using hands and feet. Refined ways to control bodies and a range of equipment. Recalled and linked combinations of skills, for example, dribbling, passing and running with the ball.	Prior Learning: Can make it difficult for their opponent to score a point. Begun to choose specific tactics. Transferred net/wall skills. Improved agility and coordination and use in a game.
	Football: - To use the inside of the foot to pass the ball. - To trap a ball that is moving along the ground with control. - To pass the ball accurately into space over short distances. - To identify and move into space to receive the ball. - To use the outside of the foot to control the ball and dribble. - To cushion the ball when receiving.	Hockey: - To keep close control of the ball using the flat side of the stick. - To control the ball and pass it into space. - To use a defensive body position. - To consistently stop a moving ball ready to pass, move or shoot. - To improve our agility and apply it in a game situation. - To avoid our feet contacting the ball and apply basic rules to the game.	Cricket: - To hit a stationary ball into space using the straight drive. - To bowl underarm to a batter with some consistency. - To use the correct footwork to strike a bowled ball. - To stop a moving ball using the long barrier technique. - To throw longer distances overarm. - To perform as a wicketkeeper.	Netball: - To perform quick, accurate chest passes. - To use dodging to get free from our opponent. - To catch a netball. - To use a bounce pass to feed a goal shooter. - To throw for distance using a shoulder pass. - To collect a loose ball.	Athletics: - Learn about jumping and hopping sequences. - To run at different speeds. - To approach and jump hurdles. - To throw a javelin using the pull-throw technique. - To learn a variety of skipping techniques. - To keep score accurately over a range of events.	OAA: - To use clear communication, strength and flexibility to complete a task. - To work with others to recognise and match colours and symbols - To follow and create action pathways using an Action Map Key - To work with others and identify what went well and what we could do to improve. - To work together in different roles to build, defend, and knock down castles in a team game - To safely take part in trust-based activities.
	Vocabulary: Teamwork, score, shoot, intercept, foot, inside of the foot, touch, possession, accuracy, dribble.	Vocabulary: Shoot, defend, attack, block, run, control, receive, pass, teamwork, score, hockey, shaft, foot, space.	Vocabulary: Batting, fielding, bowling, bat, wicket, stump, crease, boundary, run, batsman, bowler, wicketkeeper, innings, forward drive, long barrier, over.	Vocabulary: Sustained, explosive, power, control group, similar, different, bounce, box splits, fluency, dynamic, static, half lever, extension	Vocabulary: Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, pull, record, pace, approach, combine.	Vocabulary: Maps, diagrams, scale, symbols, orienteering, lead, follow, plan, trust
	Prior Learning: Experienced different types of small-sided invasion games. Able to send and receive balls. Used a variety of techniques and tactics to play competitively, both attacking and defending.	Prior Learning: Can send and receive balls in a variety of ways. Can recall and link combinations of skills, e.g., running with a ball. Refined gross motor skills.	Prior Learning: Experienced different throwing and catching games. Had the opportunity to hit and strike a ball with racquets and bats. Played in simple, striking and fielding games.	Prior Learning: Experienced different types of small-sided invasion games. Able to throw and catch in a variety of ways. Able to work with others in small teams.	Prior Learning: Linked running and jumping movements. Move safely around between and over apparatus. Worked with a variety of equipment.	Prior Learning: Taken part in a range of PE games and activities. Followed simple instructions and applied rules. Worked collaboratively as a pair and in a small group. Used and applied simple diagrams with pictures and symbols.
Year 4	Swimming - To jump in and submerge in deeper water. - To sink and then roll under the water. - To use front crawl leg action to swim longer distances. - To tuck, float and collect objects from the bottom of the pool. - To transition from one floating shape to another without putting our feet down. - To move forward with our faces in the water using the sculling action. - To move smoothly through the water transitioning from front to back. - To swim over longer distances without floats or armbands.		Dance 1: - to create a secret agent solo dance. - to remember, perform and master an agent phrase. - to develop a trio dance using relationship variations - to create a combat trio - to use gestures to create a secret mission ending. - to perform a secret agent dance with control, precision and skill.	Gymnastics 1: - To rock in a pike shape and use changes of speed and direction - Learn how the STEP principle can be used to adapt and improve a sequence - To develop a controlled transfer of weight from feet to hands through cartwheel progressions - To explore and apply different relationships within a group gymnastics sequence	Dance 2: - To use the Jumanji story to create a dice and counter solo dance - Learn how to remember, master and perform a monsoon phrase - To develop a trio dance using relationship variations like moving away/towards - To create a rhino trio phrase and use timing to make it interesting to watch - To use actions to create the ending to the board game	Gymnastics 2: - To control and link points and patch balances - To control our body shape while rocking and rolling. - To develop, perform, and link a shoulder stand with control. - To perform and link leaps showing extension and tension. - To improve our cartwheel progression through controlled weight transfer.

				5. To develop knees to tabletop mount and apply pathways and relationships in a group apparatus sequence 6. To judge a performance and use feedback to improve.	6. To use performance skills in our Jumanji dance, showing control, precision and skill	6. To combine our body management skills into a controlled and creative group sequence.
	Vocabulary: Breath, rotate, submerge, sink, float, sculling, breaststroke, glide, surface dive, jump, on top of the water, underwater, front crawl.		Vocabulary: Solo, trio, relationship, formations, action, reaction, musicality, performance, combat, secret agent, mission.	Vocabulary: Control, group, similar, different, direction, speed, partner, actions, compositional, stamina, leap, refine, progression.	Vocabulary: Jumanji, monsoon, rhino, board game, dice, die, counter, pathways, contrast, away, towards, refine, trio, solo, spatial variations, dynamics.	Vocabulary: Challenges, problem-solving, lead, follow, plan, trust, solve, cardinal points, success
	Prior Learning: Mixed prior learning – swimming instructors to assess during lesson 1		Prior Learning: Performed using more sophisticated formations as well as an individual. Used the stimuli to copy, repeat and create dance actions and motifs.	Prior Learning: Identified similarities and differences in sequences. Developed body management over a range of floor exercises. Attempted to bring explosive movements into floor work.	Prior Learning: Practise and put together a performance. Perform using facial expressions. Performed with a prop.	Prior Learning: Have become competent and confident in performing skills with consistency. Can perform in time with a partner and group. Used compositional ideas in sequences.
	Basketball 1. To apply pressure on an attacker to force a mistake. 2. To change direction quickly using a crossover dribble. 3. To use man-to-man marking to stop the ball handler. 4. To perform a bounce pass to outwit an opponent. 5. To perform a jump shot. 6. To perform passing and moving with a teammate.	Hockey 1. To perform a push pass with accuracy. 2. To perform a straight dribble to maintain possession. 3. To use reverse-stick to control a ball on the far side of our body. 4. To use a slap pass to send the ball over longer distances. 5. To turn to keep the ball under control and move into space. 6. To develop new skills in competitive situations and look to improve.	Tag Rugby: 1. To use accurate passes to create an attack as a team. 2. To pick the ball up from the floor & run with it to start an attack. 3. To keep possession of the ball and build an attack. 4. To evade being tagged. 5. To use changes of speed to create gaps to run into. 6. To create attacking opportunities in competitive games.	Netball: 1. To perform a weighted bunny hop showing control and balance 2. An arabesque balance and over-the shoulder roll 3. To identify and engage core muscles for stability 4. To smoothly transition from front support to side support 5. To perform a shoulder stand with control 6. To combine all elements of this unit into one sequence showing smooth transitions	Athletics: 1. To challenge ourselves in running, jumping and throwing tasks 2. To accelerate over short distances. 3. To run and jump using one-footed take-off. 4. To use a sling action to throw a discus. 5. To run on a curve and exchange a baton in our team 6. To apply the skills we have developed in a competitive way.	Cricket: 1. To hit the ball in different directions. 2. To anticipate when to run to score singles. 3. To intercept a moving ball with one hand. 4. To bowl overarm. 5. To learn the pull shot and attempting it in a game. 6. To field a bouncing ball effectively.
	Vocabulary: Turnover, double dribble, crossover ball, tip-off, intercept, bounce pass, jump shot, opposed, violation.	Vocabulary: Control, use space, defend, attack, dribble, pass, push, slap, reverse.	Vocabulary: Possession, consistently, evade, columns, space, length, pace, compete.	Vocabulary: Tension, travelling steps, muscles (abdominals, obliques), engage, core, stabilise	Vocabulary: Track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce, target, take off, sling, exchange, accuracy.	Vocabulary: Zones, directing, conditioned game, intercepting, isolation, pull shot, ground ball, overarm bowling, run singles.
	Prior Learning: Performed some basic basketball skills, throwing, catching and dribbling. Built attacking/offensive play. Implemented some basic rules of basketball.	Prior Learning: Experienced different types of small-sided invasion games. Able to send and receive balls. Used a variety of techniques and tactics to play competitively, both attacking and defending.	Prior Learning: Handled a rugby ball with confidence. Evaded attackers using footwork and body control. Linked skills to perform as a team in attack. Used basic game principles of tag rugby and played within more straightforward rules.	Prior Learning: Performed basic netball skills, including passing and catching. Used space effectively to build attacking play. Implemented the basic rules of netball.	Prior Learning: Showed controlled movements in response to instructions. Demonstrated agility and speed. Jumped for height and distance. Thrown with speed and power and applied appropriate force.	Prior Learning: Adhered to some of the basic rules of cricket. Developed a range of skills to use in isolation and a competitive context. Strike a bowled ball.
Year 5	Trinity Laban - An introduction to Creative Dance 1.Developing fundamentals of body action and introducing and expanding use of dynamic 2.Creative Choreographic tasks based around curriculum theme ideas (as suggested by class teacher)		Trinity Laban - Working towards performance outcome for Live Dance at The Broadway Theatre 1. Whilst devising Choreography for performance, still developing fundamentals of body action 2. introducing and expanding use of space (inc levels, stationary and travelling, micro and macro) 3. introducing and expanding use of relationships in dance (inc solo and duet work)		Trinity Laban - curriculum topic based 1. continue developing fundamentals of body action, introducing and expanding use of relationships in dance (inc group work)	Trinity Laban - curriculum topic based 1.exploring and layering action, dynamics, space and relationships in dance
	Vocabulary: Facial expression, rehearse, choreographer, locomotion, Bangra, line dance, wall patterns	Vocabulary: Symmetry, asymmetry, sequences, combinations, direction, speed, partner, asymmetrical, symmetrical, aesthetics, counterbalance	Vocabulary: Speed , partner, asymmetrical, elements, control, balance, strength, bridge, warmup, injury, core temperature		Vocabulary: Assemble, sissone, saute, chaine, retrograde, inversion, instrumentation, fragmentation	
	Prior Learning: Dance unit Y4	Prior Learning: Dance unit Y4	Prior Learning: Curriculum – Year 5	Prior Learning: Curriculum – Year 5	Prior Learning: Curriculum – Year 5	Prior Learning: Curriculum – Year 5
	Hockey 1. To perform a block tackle to dispossess an attacker. 2. To use fast, accurate passes into the D to create scoring opportunities. 3. To mark an attacker closely to stop them from receiving the ball. 4. To perform a sweep hit to send the ball ‘first time’. 5. To move the ball quickly from left to right to outwit a defender. 6. To use a variety of techniques to keep possession in a game.	Basketball 1. To use blocking to stop an opponent from shooting. 2. the front pivot and trying to use it in a game. 3. to use a forward pass to players on the wing 4. to perform a one-handed push pass under pressure. 5. to use a box out to create space and win the rebound. 6. to catch the ball under pressure using a ‘W’ hand position	Netball 1. To choose the appropriate pass for different scenarios. 2. To find space to receive in a game. 3. To use different dodging techniques to outwit a defender and get free. 4. To practice and perform pivoting and quick turns. 5. To get into closer shooting positions. 6. To react and move quickly in isolation and in games.	Tag Rugby 1. To use defensive positions to mark and tag an attacker. 2. to pass a ball accurately and consistently while on the move. 3. to defend as part of a team to deny space to the attacking team. 4. to use a pop pass over short distances to create an explosive run. 5. to move the ball quickly using the ‘magic diamond’ formation. 6. to use the 3 step and pass rule with some confidence.	Athletics: 1. To run for speed & distance on our own and as part of a team. 2. To pace our run over longer distances. 3. Learn different jumping styles and exploring which ones we can jump further with 4. To use the push-throw technique. 5. To exchange a baton within a restricted area. 6. To design a running, jumping or throwing activity for others using the STEP principle.	Tennis 1. To recap and perform a range of different shots with accuracy and control. 2. To move quickly to the ball to perform a volley. 3. To play an overhead shot and know when you might use this. 4. To use different court formations during doubles play. 5. To refine court movement to hit the ball before the second bounce. 6. To perform a diagonal serve to begin a game in competitive situations.

	Vocabulary: Teamwork, score, shoot, positions, power, distance, perform, consistent, fair play.	Vocabulary: Blocking, pivot, forward, reverse, exploit, lay off, accurately, rebound, fake, feint, box out	Vocabulary: Score, shoot, possession, react, foul, umpire, quick turns, dodge, pivot, stationary, shooting circle/semi-circle.	Vocabulary: Contest, possession, pressure, support, pop pass, turn over, loose pass, W grip, offence, formation.	Vocabulary: Bounce, relay, baton, safety, rules, targets, record, set, take over, pass, sustain, push, receive, hop – step – jump.	Vocabulary: Service rules, volley, overhead, singles, doubles.
	Prior Learning: Learned about attacking as a team and moving toward a goal. Able to follow the basic rules for modified/mini hockey games. Learned how to pass, receive, control, dribble and score.	Prior Learning: Increased confidence and selection of basic skills such as dribbling, throwing and shooting. Developed a range of ball-handling skills. Used footwork rules in a game situation and explored basic marking.	Prior Learning: Introduced netball positions. Acquired and applied basic shooting techniques. Demonstrated and implemented some basic rules. Developed netball skills such as marking and footwork. Introduced the concept of preliminary moves.	Prior Learning: Consistently performed basic tag rugby skills. Implemented rules and developed tactics in competitive situations. Increased speed and endurance during gameplay.	Prior Learning: Investigated ways of performing running, jumping and throwing activities. Used a variety of equipment to measure, time and compare different styles of runs, jumps and throws.	Prior Learning: Explored different forehand and backhand shots. Worked to return the serve. Have explored different court positions in gameplay.
Year 6	Trinity Laban - Y6 focus on contemporary dance technique and creative choreographic tasks – building on skills from last year 1. Developing choreographic ideas from a variety of stimulus, creating and expanding movement vocabulary 2. Applying principles of dynamics, space, relationships, to creative work. 3. Y6 focus on contemporary dance technique and creative choreographic tasks – beginning to introduce curriculum theme ideas (as suggested by class teacher)		Trinity Laban - Y6 Curriculum topic-based dance sessions 1.Learning repertory and choreographic approaches from a range of dance styles, choreographic approaches. 2.Experimenting with a range of devices to inform own choreographic ideas. 3.Learning set choreography and applying dynamics, space, relationships to execute the movement with the choreographic intention.		Trinity Laban - Curriculum topic-based dance sessions 1. Developing choreographic work drawing on a range of action, dynamics, space and relationships. 2. Rehearsing, refining, and retaining movement for performance. 3. Developing performance skills incl. projection, expression of ideas/ intention through dance.	
	Vocabulary: Motif, street dance, Hakka, composition, collaborate, stag leap, rebound, expression	Vocabulary: Flight, consistent, vault, vaulting sequences, combinations, direction, dismount	Vocabulary:	Vocabulary: Half lever, box splits, bridge, broad jump, splits, dish, arch, bounce, competency, complex, stimuli, mirror, match	Vocabulary: Narrative, tension & relationships, aural setting, accompany, contact, quality, confidence	Vocabulary: Maps, diagrams, scale, symbols, orienteering, compass, challenges, design, instructions, extend, knot, orient
	Prior Learning: Trinity Laban – Year 5	Prior Learning: Trinity Laban – Year 5	Prior Learning: Curriculum – Year 6	Prior Learning: Curriculum – Year 6	Prior Learning: Curriculum – Year 6	Prior Learning: Curriculum – Year 6
	Netball 1. To learn ways to improve coordination. 2. To mark the pass or the shot. 3. To develop organisation in and around the semi-circle. 4. To compete to win the rebounding ball. 5. To stay active to intercept a pass. 6. To stay onside in games depending on the position being played.	Cricket 1. To create pressure on a batter by using a ring field. 2. To track and catch a high ball consistently. 3. To perform a short-pitched bowl to get a batter to hit the ball in the air. 4. To work in a pair to restrict runs scored when fielding. 5. To play an on-drive. 6. To set an attacking field.	Football 1. To set up a shooting opportunity for a teammate. 2. To restrict an opponent’s space by defending with my partner. 3. To perform a penalty kick with power and accuracy. 4. To attack and shoot as a pair. 5. To perform the role of cover defender to stop the opposition’s attack. 6. To use close control to keep possession of the ball under pressure.	Hockey 1. To shoot under pressure from close range. 2. To know when a long corner is awarded and to take a long corner in a game 3. To use goal-side marking to prevent an attacker from getting closer to the goal. 4. To use a banana run to force an oncoming attacker out wide. 5. To use a hit-out to successfully restart a game 6. To know Indian dribble and to play competitively using new skills.	Athletics 1. To learn the sprint start technique to increase our running speed. 2. To learn the three phrases of triple jump. 3. To practise the heave throw technique and what it is used for. 4. To assess our own ability to play our role in parlauff. 5. To learn the scissor jump technique and when it would be used in athletics. 6. To record and relay results over a range of track and field events.	Tag Rugby 1. To create attacking continuity by supporting the player with the ball. 2. To use set plays, such as scissors, to attack with your team 3. To understand the difference between taking the distance (3 steps) and taking the time (3 seconds) when tagged 4. To find and use space with my team to create scoring opportunities 5. To recognise a turnover and quickly switch from attack to defence 6. To observe and analyse our classmates’ performance.
	Vocabulary: Tactics, gameplay, blocking, free, metre, organisation, rebounds, prone, thirds, area, offside, intercepting.	Vocabulary: Urgency, acquire, high ball, tracking, short delivery, long balls, on drive, off side, on side, slip, short leg, silly point, innings, retires, attack	Vocabulary: Fair play, tackle, covering, supporting, strategy, set up, assist, deny, set play, covering, defender.	Vocabulary: Power, distance, perform, consistent, fair play, tackle, covering, supporting.	Vocabulary: Safety, rules, targets, record, set, take over, pass, strength, judge, trajectory, sprint, shuttle, assess.	Vocabulary: Transition, principle, STEP, agility, turnover, support, observe, analyse.
	Prior Learning: Used specific netball skills in games. Played efficiently in different positions on the pitch, both attack and defence. Increased power and strength of passes, moving the ball over longer distances.	Prior Learning: Linked a range of skills and use in combination. Collaborated with a team to choose, use and adapt rules in games. Recognised how some aspects of fitness apply to cricket, e.g., power, flexibility and cardiovascular endurance.	Prior Learning: Played effectively in a variety of positions and formations. Related a greater number of attacking and defensive tactics to gameplay. Attempted more skills when performing movements at speed.	Prior Learning: Developed passing, dribbling and shooting skills. Can confidently select and apply basic skills in a game situation. Learnt ways of marking and defending.	Prior Learning: Sustained pace over short and longer distances. Ran as part of a relay team. Performed a range of jumps and throws.	Prior Learning: Combined basic tag rugby skills such as catching and quickly passing in one movement. Selected and implemented appropriate skills in a game situation. Begun to play effectively when attacking and defending. Increased the power of passes so the ball can be moved quickly over greater distances.