

PE Intent Statement

Yardley's PE curriculum is designed that physically prepares children for the next stage in their lives. They develop key skills of throwing, catching, running, being able to swim, spatial awareness, coordination and teamwork. They know about the importance of physical activity to a healthy lifestyle. They have experienced a wide range of sports, games and other physical activities and are encouraged to further pursue those which they are interested or good at.

PE Overview

Reception

Please see additional EYFS PE progression document

Years 1 and 3

HT1	Table Tennis	Fitness/ CC
HT2	Dance	Sports hall Athletics
HT3	Gymnastics	Dodgeball
HT4	Golf/Curling	Badminton
HT5	Outdoor Athletics	Basketball
HT6	Rounders	Rugby

Year 2 and 4

HT1	Netball	Fitness/ CC
HT2	Dance	Sports hall Athletics
HT3	Gymnastics	Volleyball
HT4	Archery/Boccia	Hockey
HT5	Outdoor Athletics	Football
HT6	Cricket	Tennis

Year 5

HT1	Fitness/CC	Table Tennis
HT2	Dance	Sports Hall Athletics
HT3	Gymnastics	Dodgeball
HT4	Swimming	Badminton
HT5	Basketball	Outdoor Athletics
HT6	Rounders	Rugby

Year 6

HT1	Fitness/CC	Netball
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HT2	Sports Hall Athletics	Dance
HT3	Gymnastics	Volleyball
HT4	Hockey	Tennis
HT5	Football	Outdoor Athletics
HT6	Cricket	Dance (Year 6 production)

Progression Documents

Archery

<u>Key Skills</u>	
<u>Year Group</u>	<u>Shot and accuracy skills</u>
<u>2</u>	<ul style="list-style-type: none"> Follow basic safety procedures involved in handling and using archery equipment Develop the basic skills necessary to enjoy archery as a sport. Express an awareness and understanding of the history of archery as an activity Demonstrate the correct position, posture and technique to draw, aim and release. Student will also demonstrate a basic understanding of aiming techniques. Demonstrate perseverance and patience whilst learning new skills during the activity.
<u>4</u>	<ul style="list-style-type: none"> Demonstrate proper stance, nocking, targeting, and release techniques Demonstrate the ability to perform a sequence of locomotor skills with smooth transition Demonstrate confident and correct hold of the bow with little input from the instructor. Understand the environment around them and how to act appropriately.

Athletics

<u>Key Skills</u>			
<u>Year Group</u>	<u>Running</u>	<u>Jumping</u>	<u>Throwing</u>

<p style="text-align: center;"><u>1</u></p>	<ul style="list-style-type: none"> • Travel with control using varying stride lengths. • Run with good posture and balance. • Copy movements of a leader with control in response to instructions. • Start, stop and change pace with control in response to instructions. 	<ul style="list-style-type: none"> • Demonstrate various jumps in response to instructions • Jump for height with control and balance • Describe how the use of arms can affect jumping for height • Take off from and land in different positions • Demonstrate control in landing 	<ul style="list-style-type: none"> • Perform movements which mobilise and develop arms and shoulders • Demonstrate mobility and co-ordination • Throw with speed and agility • Apply appropriate effort in order to control an objects flight
<p style="text-align: center;"><u>2</u></p>	<ul style="list-style-type: none"> • Run on a curve with co-ordination and control. • Run and change direction, demonstrating speed and agility. • Co-operate with a partner. • Move quickly to a base in response to voice instruction • Show awareness of space and the safety of others • Walk with good posture and balance • Complete an obstacle course with speed, control and agility • Accelerate quickly and run fast to retrieve an object • Cooperate with others in a team. 	<ul style="list-style-type: none"> • Increase ability to jump far • Link multiple step jump combinations with balance and co-ordination • Jump quickly from side to side showing co-ordination and balance 	<ul style="list-style-type: none"> • Throw accurately • Throw accurately at raised targets • Roll a ball in a controlled direction. • Use an underarm action to throw accurately at a target • Use an underarm action to throw over increasingly longer distances
<p style="text-align: center;"><u>3</u></p>	<ul style="list-style-type: none"> • Demonstrate good running posture. • Adjust running pace smoothly • Accelerate and decelerate rapidly • Run fast over short distances as an 	<ul style="list-style-type: none"> • Demonstrate a variety of jumping styles • Jump for distance from two feet to two feet • Perform hop and jump combinations with balance and control 	<ul style="list-style-type: none"> • Throw and retrieve objects safely • Describe how the weight and shape of an object affects its flight path • Describe the effect of throwing from sitting, kneeling or standing

<p style="text-align: center;"><u>4</u></p>	<p>individual and as a part of a team.</p> <ul style="list-style-type: none"> • Sprint rapidly over short distances as an individual and as part of a team. • Change direction quickly • Respond rapidly to a stimulus • Demonstrate good walking posture • Maintain a good running technique when sprinting over obstacles • Co-operate with others in a team. 	<ul style="list-style-type: none"> • Hop, step and jump in the correct sequence • Hop, step and jump with speed and balance • Use a short run to jump with speed and balance • Jump for height from standing 	<ul style="list-style-type: none"> • Demonstrate a two handed push throw • Demonstrate a variety of throwing techniques e.g. the sling throw technique, a forward and overhead heave throw.
<p style="text-align: center;"><u>5</u></p>	<ul style="list-style-type: none"> • Run with speed and agility • Demonstrate quick reactions and rapid acceleration • Accelerate from a variety of static positions • Demonstrate the ability to change speed • Sustain jogging and running at a consistent pace for a few minutes • Sprint over and between obstacles using consistent stride lengths • State a lead leg preference when sprinting over hurdles • Accelerate to pass team members • Co-operate with the team • Pass a relay baton at speed using a 'push pass' • Give feedback to a partner. 	<ul style="list-style-type: none"> • Use jumping combinations to move around space • Perform dynamic combination jump sequences with control • Hop for distance • Perform triple jump combination sequences with control • Jump for distance from one foot to two feet • Jump from side to side with balance, speed and rhythm • Perform a scissor jump from a short run-up 	<ul style="list-style-type: none"> • Participate in conditioning exercise and team activities • Demonstrate speed and co-ordination when passing and receiving a ball • Demonstrate a dynamic two handed push throw • Demonstrate a controlled pull throw action • Perform push throws to reach a target on the ground • Throw for accuracy • Demonstrate a dynamic sling throw • Demonstrate a dynamic heave throw • Throw for distance • Play as a part of a team • Throw with accuracy and speed in a team activity • Observe a partner and give accurate feedback

Badminton

<u>Key Skills</u>			
<u>Year Group</u>	<u>Positioning</u>	<u>Racquet Skills</u>	<u>Tactics/Rules</u>
<u>1</u>	<ul style="list-style-type: none"> • Can move around the court maintaining their balance • Hit the balloon whilst moving • Demonstrate correct sideways position when throwing 	<ul style="list-style-type: none"> • To introduce grips so the racquet can be held correctly • To identify appropriate forehand and backhand grips. Hit a balloon consecutively using an appropriate grip depending where the balloon is • To make contact with a shuttle using appropriate grip and hitting action • To hold the shuttle correctly in preparation for the serve 	<ul style="list-style-type: none"> • To be able to play a basic game with rallies and simple point scoring. This can be achieved using a variety of objects e.g. balloons, fluffy balls or shuttlecocks depending on ability)
<u>3</u>	<ul style="list-style-type: none"> • To move effectively around the court • To lunge on one leg not both and can sometimes maintain balance • To use a split step (ready position) • To develop sideways body position and throwing action 	<ul style="list-style-type: none"> • To use correct grip • To develop skills in backhand shot • To develop serving skills using backhand and forehand serve • To develop underarm and overhead shots to use in a rally 	<ul style="list-style-type: none"> • To be able to peer and self-assess • To be able to apply the skills in a game situation • To learn how to play using basic rules, points and rallies
<u>5</u>	<ul style="list-style-type: none"> • To perform explosive split step and move in different directions • To change direction at speed and remain balanced • To consistently lunge and chasse and maintain balance • To link the lunge movement to the net shot hitting position • To execute a clear shot employing a correct 	<ul style="list-style-type: none"> • To be competent in backhand and forehand serves • To start a rally with an appropriate serve • To consistently hit the shuttle to land between and the service line • To perform an overhead clear to the rear of the court • To perform an to execute an overhead drop shot 	<ul style="list-style-type: none"> • To understand when to play certain strokes • To play a doubles match • To follow rules of the game and play matches independently

	sideways position and throwing action		
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Basketball

	<u>Key Skills</u>		
<u>Year Group</u>	<u>Passing & Catching</u>	<u>Footwork & Dribbling</u>	<u>Tactics</u>
<u>1</u>	<ul style="list-style-type: none"> • To be able to catch a ball • To throw a ball in different ways • To pass a ball over a short distance with control, pace and accuracy. • To run towards a target whilst dodging obstacles in their path and find the space to run into and pass accurately 	<ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching. • To develop balance, agility and co-ordination. • To be able to dribble a ball with both hands • Keep control when bouncing the ball at different heights • To change speed with control of the ball 	<ul style="list-style-type: none"> • Children can work as part of a team • To develop simple tactics for attacking and defending in a game • To participate in team games • To play a game of basketball incorporating the rules. • Show awareness when in control of the ball • To be able to recognise space
<u>3</u>	<ul style="list-style-type: none"> • To develop accuracy and control when aiming, estimating distance and power • Make a 'W' shape with hands when receiving a ball to make a big target for the person passing to aim at. • Chest pass – pass the ball with two hands from the chest, pushing the ball away from their body. • Bounce pass – pass the ball with one bounce between 	<ul style="list-style-type: none"> • Travelling in different ways, change direction and speed easily,(dodging skills) • To be able to bounce the ball, two hands to one hand, travelling with the ball under control • Change direction and speed when dribbling the ball • Children can look forward when dribbling 	<ul style="list-style-type: none"> • To understand the importance of using space in a game situation. • Understand rules relating to dribbling – illegal dribble, double dribble • To know how to use space in games • Make good decisions about what to do • To recognise what good performance looks like and suggest ideas and practises to

	<p>the passer and the receiver. Judge the distance between the two and aim accordingly. Encourage trial and error</p> <ul style="list-style-type: none"> • Select the best techniques when passing a ball in a game. • To be able to make passes from both left and right sides • To be able to pass to a selected target • Weight to be on the front foot as pass caught and released • Arms to follow through with pass, ending with finger tips pointing to target 	<ul style="list-style-type: none"> • Children can keep bouncing the ball when passing to a defender • Children can use alternate hands when bouncing the ball • I can move away from a defender and into space in order to receive a pass and using the correct footwork allowed within the laws of the game 	<p>improve their own performance.</p>
<p><u>5</u></p>	<ul style="list-style-type: none"> • To be able to control the ball with two hands, while moving. • Improve technique to shoot – generate power by throwing upwards from about chest height. • Check for learning of the different types of passes • To demonstrate accuracy when passing • To move the ball forward with control while playing against opposition • Shoulder pass – for longer distances. Using one hand overhead. • Use the appropriate type of pass with the correct technique. E.g. bounce pass if there is a defender by you, shoulder pass if it's a longer pass. • To demonstrate balance, high release, wrist action during shooting with some accuracy 	<ul style="list-style-type: none"> • To move into a space that allows a greater chance of receiving the ball. • Keep the ball close when dribbling to enable a swift transfer into a pass • To control feet when moving in different direction • To demonstrate understanding of the dribbling rule • To consistently move into positions to create space. 	<ul style="list-style-type: none"> • Perform dribbling, passing and shooting skills with accuracy, confidence and control. • To demonstrate tactical knowledge by moving into space to receive a pass. • To Identify good use of tactics in others • To participate in a game of mini-basketball • Work together by creating space for teammates to receive the ball from them.

Boccia

<u>Key Skills</u>	
<u>Year Group</u>	<u>Shot and accuracy skills</u>
<u>2</u>	<ul style="list-style-type: none"> • To practice and refine accuracy of rolling or throwing a ball towards a target. • To create targets that challenge opponents to try different types of shots to get closest to the target. • To refine shot placement and accuracy and to develop and practice team strategy for scoring the highest points.
<u>4</u>	<ul style="list-style-type: none"> • To refine shot placement and accuracy and to develop strategies for working as a team to create high scoring opportunities. • To refine accuracy of shots at targets from different distances and develop strategies for scoring as a team. • To understand the rules of a game of Boccia

Cricket

<u>Key Skills</u>			
<u>Year Group</u>	<u>Bowling</u>	<u>Batting</u>	<u>Fielding</u>

<p><u>2</u></p>	<ul style="list-style-type: none"> • To be able to hit a target • To grip ball correctly • To be able to peer assess • To be able to vary the length and hit wicket. • To be able to apply the skills in a game 	<ul style="list-style-type: none"> • To be able to grip bat correctly. • To have the correct stance and posture • To be able to accurately swing a bat • To be able to perform a straight drive • To direct a ball to an intended target. • To be able to apply the skills in a game 	<ul style="list-style-type: none"> • To be able to catch a ball from different heights and distances. • To be able to apply the skills in a game • To learn the role of a wicket keeper and skills involve.
<p><u>4</u></p>	<ul style="list-style-type: none"> • To be able to use the technique of an overarm bowl correctly • To be able to peer and self asses • To be able to hit a target using an overarm bowl • To understand the tactics of the game • To be able to apply the skills in a game 	<ul style="list-style-type: none"> • To develop the skills in a forward defensive shot • To develop skills in backward defensive shot • To apply the skills of quick runs • To understand tactics and defending the wicket • To know whether to attack or defend 	<ul style="list-style-type: none"> • To be able to overarm throw and hit a target from a distance • To develop the skill of long barrier • To develop skill in chase and pick-up fielding • To develop skill in run around pick-up • To be able to apply skills of cricket within a game situation.
<p><u>6</u></p>	<ul style="list-style-type: none"> • To be able to run up and turn into a bowling position • To improve skills in running up to bowl • To apply skills in a small game • To understand tactics of off-side or on/leg-side • To understand the tactics of bowling. • To select when to use different bowling techniques. • To be able to peer and self asses 	<ul style="list-style-type: none"> • To develop skills in the pull shot • To improve skills in the pull shot action • To apply skills learnt to keep the ball down • To understand tactics of being caught out. • To strike the ball away from the opposition – evading being caught out. 	<ul style="list-style-type: none"> • To develop skills in two-handed intercepting • To develop skills in one-handed intercepting and underarm throwing • To apply skills to run opposition out at either end.

Cross Country

<p><u>Year Group</u></p>	<p style="text-align: center;"><u>Running</u></p>
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<u>1</u>	<ul style="list-style-type: none"> To run in a straight line To show awareness of other runners To use arms within running action and progress to correct positioning
<u>2</u>	<ul style="list-style-type: none"> To run for an extended distance To recognise own sustainable pace To have correct posture while running To record performance and with support, set targets for improvement.
<u>3</u>	<ul style="list-style-type: none"> To run at a steady pace for a whole course To develop speed and stamina To progress these to include a sprint finish To maintain effective running technique including running on balls of feet and keeping arms and shoulders relaxed To record performance and set own targets for improvement
<u>4</u>	
<u>5</u>	<ul style="list-style-type: none"> To use peers of similar running ability, to set pace To maintain a good running technique for the whole course To adjust pace smoothly to compensate for the environment e.g. puddle, hill To develop an awareness of speed and pace judgement in relation to distance To record performance and set own targets for improvement
<u>6</u>	

Dance

<u>Key Skills</u>			
	<ul style="list-style-type: none"> To move in time to the music and show expression through their movements. To reflect on the performance of themselves and others to aid improvements. To work independently, as a pair or as part of a group to create a dance for performance. 		
<u>Year Group</u>	<u>Physical skills</u>	<u>Cognitive skills</u>	<u>Social and emotional skills</u>
<u>EYFS</u> <u>Fairy Tales</u>	<ul style="list-style-type: none"> Explore travel on different levels and in different ways. Use body to make shapes Make shapes in small groups Change speed of movements Explore moving from high to low 	<ul style="list-style-type: none"> Link movements and shapes to make a sequence Take on roles of characters and change how they move to reflect them Reflect on own and others performances 	<ul style="list-style-type: none"> Express simple emotions like happy and sad through movement Work as part of a small group, being kind to each other

<p style="text-align: center;"><u>1</u> <u>Toy Dance</u></p>	<ul style="list-style-type: none"> • Create travelling actions – swaying, rocking, rolling, stiff, straight, in isolation. • Create still shapes • Explore slow and fast paced actions • Explore the use of different heights • Move in a way that reflects the pace and mood of the music 	<ul style="list-style-type: none"> • Link actions together, following and responding to sounds. Progress to making a dance (as a group and as a class). • Reflect on own and others performances 	<ul style="list-style-type: none"> • To take on the role of different objects and act how they would act e.g. a kite, a robot, a favourite toy, ball. • To comment on effectiveness of their own and others’ actions in a constructive and kind manner.
<p style="text-align: center;"><u>2</u> <u>Three Little Pigs</u></p>	<ul style="list-style-type: none"> • Travel using different dynamics e.g. happy, sad. Fast, slow. High, low. • Create different shapes, both while still and travelling • Create shapes in groups of three, both while still and travelling • Practise dances as a class, taking direction well from a peer or the CT 	<ul style="list-style-type: none"> • Link travelling and shapes together. • To take on the roles of other characters to tell a story through dance • Reflect on own and others performance 	<ul style="list-style-type: none"> • Film and review own and others performances in a constructive and thoughtful manner • Work well in groups of different sizes. • Take the lead and direct peers effectively. • Accept being led by a peer.
<p style="text-align: center;"><u>3</u> <u>Bollywood</u></p>	<ul style="list-style-type: none"> • Perform a dance phrase using a range of actions. • Create actions that represent a stimulus e.g. Bollywood, Hakka, Charleston • With a partner perform actions in unison and cannon, change speed and level of actions • Mirror and match action with a partner 	<ul style="list-style-type: none"> • Plan and follow a dance phrase, with a beginning, middle and end • Repeat and improve a sequence of actions, be able to describe the sequence to a student/teacher • Be able to talk about individual success. E.g. I am good at holding a balance still. • Independently lead a warm-up, using an aid. E.g. Picture cards, PowerPoint. 	<ul style="list-style-type: none"> • Talk to a partner or small group in a respectful manner. • Use dance to tell a story and express the emotions of the stimulus • Describe the effects exercise has on the body. E.g. faster HR, deeper breathing, hot body. • Understand the importance of warming up.

<p style="text-align: center;"><u>4</u> <u>Rain Forest</u></p>	<ul style="list-style-type: none"> • Learn to change speed, level and direction. • Learn to perform showing emotion. • Develop partner balances and moving around, over and under a partner. • Combine actions together using control and accuracy. • Develop travelling at different levels, speeds and directions • Perform with; control, co-ordination, timing and emotion. 	<ul style="list-style-type: none"> • Learn how to evaluate and recognise their own success and the success of others. • Use key words when reflecting on own and other work. 	<ul style="list-style-type: none"> • Express appropriate feeling and emotions to the stimulus. • Trust self and others to achieve challenges. • Describe the effects exercise has on the body and its relation to fitness and health. • Develop confidence and self-esteem, students will both see and feel the improvement made. Therefore helping students feel good about themselves.
<p style="text-align: center;"><u>5</u> <u>Hakka</u></p>	<ul style="list-style-type: none"> • Use a stimulus to create a storey of actions. • Be able to move using rhythm and timing. • Link and adapt actions to best suit the music and stimulus. • Master group freeze frames, again using these to tell a story. • Make good use of change of speed/levels, change of formation and pathways. • Students will show both unison and canon. 	<ul style="list-style-type: none"> • Students should explore and improvise dance movements inspired by pictures and video • Lead a small group of students during the warm-up. • Students will develop the use of dance terminology to describe performances • Be able to spot success in students and explain why. • Be able to set future targets and explain areas of improvement. 	<ul style="list-style-type: none"> • Collaborate successfully with a partner/ group to create a dance phrase • Evaluate the body's reaction to different methods of exercise. • Express the emotions of the stimulus through actions.
<p style="text-align: center;"><u>6</u> <u>Charleston</u></p>	<ul style="list-style-type: none"> • Create, practice and refine a group of actions, showing control and fluency. • Create and link actions together as a pair, group and whole class. • Adapt actions to change the dynamics of the dance; speed, levels, formation, pathways and direction. 	<ul style="list-style-type: none"> • Analyse their own performance and those of others; giving accurate praise were needed and setting targets to improve. • Use actions to tell a story and reflect on these actions • Use key words to evaluate self and others. 	<ul style="list-style-type: none"> • Collaborate well with a group to produce a group performance where all students feel confident and successful. • Create performances that reflect emotions. • Performing sensitively to the accompaniment. • Communicating feelings and moods through movements.

		<ul style="list-style-type: none"> • Learn how to evaluate and recognise their own success 	<ul style="list-style-type: none"> • Confidently perform in front of others and express the emotions of the dance.
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Dodgeball

	<u>Key Skills</u>
<u>Year Group</u>	
<u>1</u>	<ul style="list-style-type: none"> • Develop object control by throwing in different ways • Develop coordination by learning to catch simple throws • Develop agility by practicing basic dodges • Develop coordination by blocking balls • Develop tactics around using space in games
<u>3</u>	<ul style="list-style-type: none"> • Develop throwing technique and power • Improve object control by catching whilst moving • Improve agility by using a wider variety of dodges • Improve object control by directing blocked balls • Develop tactics around when to dodge or catch
<u>5</u>	<ul style="list-style-type: none"> • Develop throwing techniques and accuracy • Develop coordination by catching throws at different heights • Develop agility by dodging close throws • Develop a system to organise group throws • Apply skills learned throughout the unit in game situations

Fitness

<u>Year Group</u>	<u>Objectives</u>
<u>1</u>	<ul style="list-style-type: none"> • To understand what they are capable of achieving with their bodies by gaining a baseline level of fitness. • To understand the term agility and what different activities we can do to make us more agile. • To understand what is meant by a healthy and active lifestyle. • To know how to be active in a daily lifestyle
<u>2</u>	<ul style="list-style-type: none"> • To understand how to prepare the body for exercise. • To experience some of the changes that occur during exercise. • To develop agility and co-ordination. • To be able to perform simple patterns of movement.
<u>3</u>	<ul style="list-style-type: none"> • To understand the importance of warming up properly. • To learn fitness skills during circuit training. • To use the correct technique in a variety of circuit exercises. • To expose bodies to a good level of fitness
<u>4</u>	<ul style="list-style-type: none"> • To be able to explain what happens to our bodies during exercise. • To measure effects of exercise on pulse rate. • To use the correct techniques in a range of exercise aimed to strengthen the core muscles. • To be able to evaluate the effect of differing fitness activity on pulse rate • To maintain a high level of fitness training for sustained period of time.
<u>5</u>	<ul style="list-style-type: none"> • Perform a fitness circuit that aims to improve strength and stamina; understand the relevance of each activity. • Explore reasons for improvement or lack of improvement. • Use the correct technique for new stations that involve equipment. • Understand that circuits can take different forms and work on different fitness elements.
<u>6</u>	<ul style="list-style-type: none"> • Develop a personal programme that is suitable for each child, using the knowledge and understanding they have learned from previous fitness sessions. • Review personal programs and evaluate whole body program.

Football

	<u>Key Skills</u>			
<u>Year Group</u>	<u>Dribbling</u>	<u>Passing</u>	<u>Shooting</u>	<u>Turning and Tricks</u>
<u>2</u>	<ul style="list-style-type: none"> • To be able to keep control of a football. • To be able to make lots of little touches keeping the ball close to them. • To be able to dribble into a space where less players can take the ball. 	<ul style="list-style-type: none"> • To use the inside of your stronger foot following through to pass the ball. • To be able to receive the ball with the inside of your stronger foot. • To be able to get into space away 	<ul style="list-style-type: none"> • To be able to strike the ball with the laces of your stronger foot. • To be able to direct your shot using your stronger foot. • To be able to position your weight over the ball so that 	<ul style="list-style-type: none"> • To be able to drag the ball with your stronger foot through your legs so that the ball goes behind you. • To turn naturally on your weaker foot and carry on

	<ul style="list-style-type: none"> To understand that by moving around it is harder for someone to take the ball. 	<p>from the other team ready to receive the ball.</p>	<p>you do not lean back when you shoot.</p> <ul style="list-style-type: none"> To be able to take a touch before striking the ball. 	<p>dribbling in other direction.</p> <ul style="list-style-type: none"> To be able to run with the ball and drag it back in the opposite direction you were running in.
<u>4</u>	<ul style="list-style-type: none"> Children to understand that that they should make lots of little touches on the ball whilst keeping it close to them. Children to be able to dribble into space and look around ensuring there are less players to take the ball off them. Children to begin to understand that by moving, it is harder for the opposition to take the ball off them. 	<ul style="list-style-type: none"> To place your weaker foot next to the ball and use stronger foot to pass the ball. To make sure you are facing the ball whilst positioning your weaker foot in the path of the ball using the side of your stronger foot to receive the ball. To keep moving around to make sure you are in open space and ready for the ball. To understand that every person can have an effect on the game. To be able to use the whole area meaning the opposition will have more ground to cover. 	<ul style="list-style-type: none"> Place weaker foot at the side of the ball and strike the ball with the laces of your stronger foot. To open your body up more to direct the ball where you want. To position your weight so that your centre of balance is over the ball. To use your arms to act as a counter balance swing and generate power. To control the ball before striking if you have time. To keep your eye on the ball when striking. 	<ul style="list-style-type: none"> To be able to drag the ball with your stronger foot through your legs so that the ball goes behind you. To turn naturally on your weaker foot and carry on dribbling in other direction. To be able to run with the ball and drag it back in the opposite direction you were running in.
<u>6</u>	<ul style="list-style-type: none"> Children to understand that that they should make lots of little touches on the ball whilst keeping it close to them. Children to be able to dribble into space and look around ensuring there are less players to take the ball off them. 	<ul style="list-style-type: none"> To place your weaker foot next to the ball and use stronger foot to pass the ball. To make sure you are facing the ball whilst positioning your weaker foot in the path of the ball using the side of 	<ul style="list-style-type: none"> Place weaker foot at the side of the ball and strike the ball with the laces of your stronger foot. To open your body up more to direct the ball where you want. To position your weight so that your centre of balance is over the ball. 	<ul style="list-style-type: none"> To be able to drag the ball with your stronger foot through your legs so that the ball goes behind you. To turn naturally on your weaker foot and carry on dribbling in other direction.

<ul style="list-style-type: none"> Children to understand that by moving, it is harder for the opposition to take the ball off them. 	<p>your stronger foot to receive the ball.</p> <ul style="list-style-type: none"> To keep moving around to make sure you are in open space and ready for the ball. To understand that every person can have an effect on the game. To be able to use the whole area meaning the opposition will have more ground to cover. 	<ul style="list-style-type: none"> To use your arms to act as a counter balance swing and generate power. To control the ball before striking if you have time. To keep your eye on the ball when striking. 	<ul style="list-style-type: none"> To be able to run with the ball and drag it back in the opposite direction you were running in.
<p>Possession in Defence</p> <ul style="list-style-type: none"> Children to know how to use the width of the field when their team has the ball. To be able to win the ball in defence and play out wide to go into attack. To play the ball out wide leading to a good route through the middle. 			
<p>Defence and Attack:</p> <ul style="list-style-type: none"> Children to learn how defenders can position themselves to gain advantage over the player with the ball. Children to learn the importance of space when attacking and use turns to keep possession. 			

Gymnastics

<u>Key Skills</u>			
<u>Year Group</u>	<u>Floor Exercise</u>	<u>Body Management</u>	<u>Vault</u>
<u>1-2</u>	<ul style="list-style-type: none"> To show good posture (abdomen tight, rib cage lifted, legs straight and together). To crouch to a supported tuck, with weight equally on hands and feet and back rounded. To perform a $\frac{3}{4}$ forward roll – making contact with the floor with 	<ul style="list-style-type: none"> During rebound jumps, obtain a good rhythm by not bending knees too much. To perform a tucked dish where lower back is pressed firmly into the floor, shoulders and legs raised to meet. 	<p><u>Vault A</u> Approach and hurdle step onto springboard.</p> <p><u>Vault B</u> Approach and hurdle step to squat onto bench.</p> <ul style="list-style-type: none"> To take off immediately, rebound with arms swinging forwards and upwards while at the same time, straighten the

	<p>shoulders/top of neck, rather than the head.</p> <ul style="list-style-type: none"> • To carry out a teddy bear roll, with legs straight and toes pointed. • To show a back support, creating an upward diagonal line from toes to head with straight legs together. • To carry out a rock on the back, transitioning to a stand without putting hands on the floor. • To perform a step-turn while maintaining good posture. • To show good balance on one foot, maintaining good upper body posture and holding for at least 2 seconds. • To perform a stretched jump with a soft landing. 	<ul style="list-style-type: none"> • To perform a back support, keeping fingers facing forward. • To sit in a straddle position, with a straight back and pointed toes. • To perform an arch position, with legs together and arms shoulder width apart. • To make a straight line from head to toe in a front support. • To do a spilt in 3 positions (left, right and side) with straight legs. • To show good shoulder flexibility by maintaining good body posture (straight back, arms up to ears) • To perform a strong broad jump, keeping arms shoulder width apart and legs extended fully. 	<p>legs and push through with both feet.</p> <ul style="list-style-type: none"> • Flight should be upwards and forwards, making a tall, stretched shape. Good tension should be shown through the body. • Landing should involve both feet with hip and knee flexion and no step. • Finish should be a presentation stand.
<p><u>3-4</u></p>	<ul style="list-style-type: none"> • To experiment with attractive starting positions that show good posture, and step forward. • To perform a forward roll, progressing towards extending the legs in the middle of the roll and finishing in a standing position. • To travel three steps as a walk or a skip with own arm movements – ensuring flow. • To hold an arabesque with a vertical body position and straight back. Legs should be straight with toes pointed. Hold for 2 seconds. 	<ul style="list-style-type: none"> • To build on rebound skills of KS1 by skipping with a rope (x5). • To build on tuck dish skills from KS1 to perform a tucked dish with single leg extensions (one leg at a time). • To perform a back support (as KS1) but progress to a half lever by pushing hips up. • To perform a straddle sitting position (as KS1) but progress towards Japana by leaning forward with arms raised. Tummy button aims towards the floor, not the 	<ul style="list-style-type: none"> • To approach the vault with increasing speed, keeping eyes fixed on a target and arms should be bent. • When taking off, children need to perform a quick rebound by pushing through both feet– with legs slightly bent, feet under the body, arms back and chest up with head in a neutral position. • To look up and swing arms up and forward, keeping the legs together and lifting the hips, when flying onto apparatus. • To land on the apparatus in a crouched position.

	<ul style="list-style-type: none"> • To do a half jump turn, keeping the body vertical and bending the knees on landing. • Keeping the body straight at all times, children to perform a front support and press up. Muscles should be tight in the abdomen and buttocks. • To turn through a side support, forming a T with the body. • To perform a shoulder stand from sitting, transitioning through a tucked position then a candle position before rocking forward to stand. • To perform a pivot then into a straight cartwheel. Timing should be equal – hand, hand, foot, foot. 	<p>shoulders and little toes should aim towards the floor rather than the big toes.</p> <ul style="list-style-type: none"> • To perform an arch position, with legs together and arms shoulder width apart. • To make a straight line from head to toe in a front support, ensuring arms are supporting the body vertically under the shoulders. • To do a split in 3 positions (left, right and side) with straight legs, showing strengths. • To show good shoulder flexibility by keeping knees joint at 90 degrees, arms shoulder width apart and armpits to the floor (without arching the back). • To perform a strong broad jump, keeping arms shoulder width apart and legs extended fully. 	<ul style="list-style-type: none"> • To travel across the apparatus with good posture. • To dismount the apparatus from two feet. • To explore shapes including stretched and tucked positions, during dismount. • To land on two feet, without stepping forward or back and present with good posture.
<p><u>5-6</u></p>	<ul style="list-style-type: none"> • To select a starting and ending position that are imaginative and easily lead into the next movement. • Create a floor sequence that includes the six key elements but shows off the best strength, flexibility and skill. • To link the set moves in interesting ways using travelling like spins and leaps. • To perform a round off which should aim to show flight from the 	<ul style="list-style-type: none"> • To perform x10 single bounce jumps with a rope, keeping the rope taut. • To transition from a dish to an arch position (building on tuck dish of LKS2 by performing a tuck then stretching out with both legs extended at the same time into a dish, flipping over to form a strong arch and flipping back over to 	<ul style="list-style-type: none"> • To approach the vault with increasing speed, keeping eyes fixed on a target and arms should be bent. • To position arms effectively (semi-circle motion) at the end of the run and be prepared to swing forwards and upward on take-off. • When taking off, children need to perform a quick rebound by pushing through both feet– with legs slightly bent, feet under the body, arms

	<p>hands and snap down of legs as confidence grows.</p> <ul style="list-style-type: none"> • Keeping hips square and arms out to the side, perform a side scale towards Y balance – hold for 2 seconds. • Perform a backward roll straddle – opening legs from a tucked position to a straddle position half way through the roll. • Perform a full or ½ term – teaching children to spot and use good upright posture. • Perform a lunge and transition into two smooth cartwheels. Body should be straight, not arched and in a straight line. • To perform a handstand, ensuring the body tilts off balance in a straight position before tucking to roll out. • To perform and hold a bridge for 2 seconds. • To work on obtaining a full split. • To work on achieving a ½ lever where legs are parallel to the floor. 	<p>end back in a dish position).</p> <ul style="list-style-type: none"> • To perform a strong back support, working towards a half lever by raising each foot off the floor, one at a time. • To perform a Japana, with a straight back, toes pointed, knees pressed into the floor. Ensure tummy button is towards the floor, not shoulders. • To perform a push up, using previous work on front support as a starting point. Children should maintain a straight body line as they push up/down. • To do a split in 3 positions (left, right and side) with straight legs, showing strengths. Progress to lifting hands off the floor and presenting each position • To perform a bridge to show good shoulder flexibility. Legs should be straight, with feet flat on the floor. • To perform a strong broad jump, keeping arms shoulder width apart and legs extended fully. Children should work on increasing the length of their jump. 	<p>back and chest up with head in a neutral position.</p> <ul style="list-style-type: none"> • To achieve a ‘lay out’ position to be able to squat on top of the vault, progressing to a clear ‘through vault’. • To ensure a ‘push’ down and forwards with the arms as the rebound and flight off the vault. • To straighten the legs before landing, aiming to clear the apparatus well. • To ‘stick’ the landing with no additional steps.
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Hockey

<u>Key Skills</u>	
<u>Year Group</u>	
<u>2</u>	<ul style="list-style-type: none"> • To hold the hockey stick below waist • To be able to move around an area while holding the hockey stick • To be able to low lunge walk with a straight back and bent knees • To roll a large ball to the wall for rebound to receive using hands • To hold the hockey stick using two hands • To pass a hockey ball while standing • To keep head up when dribbling • To dribble a ball into space at walking pace • To control a moving hockey ball using a stick • To stop a hockey ball while dribbling • To know where to shoot from (in the area)
<u>4</u>	<ul style="list-style-type: none"> • To dribble the ball using the flat side of the stick • To tackle an opponent by taking the ball away from their stick to regain possession • To be able to pass and receive a hockey ball in space • To shoot at goal • To turn while dribbling to go in a different direction • To look up when dribbling and move into space • To pass a ball to a team mate by pushing the ball forward • To be able to run with a hockey ball by pushing the ball into space • To be able to intercept a hockey ball while trying to regain possession • To strike a hockey ball at goal • To be able to use control and skill to take a hockey ball past an opposing player • To control the ball using a barrier with the flat side of the stick • To be able to use the whole area to dribble a hockey ball with speed and control
<u>6</u>	<ul style="list-style-type: none"> • To take a hockey ball from an opposing player with speed by using control and timing • To understand that different positions in Hockey have different roles and responsibilities • To be able to move away from an opposing player to receive the ball from team member • To demonstrate knowledge of defensive and attacking positions • To show grip change at the correct time • To be able to attack the space away from the defender • To effectively show and use different grips and stance • To shoot while the ball is on the wrong side of the body • To identify specific roles of different positions and how they cross with other position

Curling

<u>Key Skills</u>

<u>Year Group</u>	<u>Shot and accuracy skills</u>		
<u>1</u>	<ul style="list-style-type: none"> • Player can deliver a stone onto the playing surface • Player can deliver the stone towards the target • Player is able to deliver stone between two skittles/cones 120cm apart (width of target mat) placed at half way point of player's range • Player is able to deliver stone between two skittles/cones 120cm apart (width of target mat) placed at front of target mat 	<ul style="list-style-type: none"> • Player is able to make contact with a stone placed 2m away from delivery line • Player is able to move an opponent's stone, placed in the centre of the target, so that it is no longer in the inner white circle • With a stone placed at front of the target mat, player can nudge this stone forward into a scoring position 	<ul style="list-style-type: none"> • With 10 skittles placed in a line at half way point of player's range* (figure a, skittles touching each other) player is able to knock skittles down • With 10 skittles placed in a line at target length (figure a, skittles touching each other) player is able to knock skittles down • To understand the rules of scoring in curling. • To experience playing in a competitive game.
<u>3</u>	<ul style="list-style-type: none"> • Player can deliver the stone onto the target circles (red/white/blue/ white) from within their range • Player can deliver the stone onto the central two circles (blue/white) from the hack box • Player is able to deliver stone between two skittles/cones 75cm apart (width of outer white circle) placed at front of target • Player is able to deliver stone between skittles/cones 45cm apart (width of blue circle) placed at front of target 	<ul style="list-style-type: none"> • Player is able to move an opponent's stone, placed in the centre of the target, completely off the target mat • Player is able to move an opponent's stone, placed in the centre of the target, completely off the target mat, whilst leaving own stone on the target mat • To understand the rules of scoring in Kurling. • To experience playing in a competitive game. 	<ul style="list-style-type: none"> • With 4 skittles, placed a skittle width apart at target length player is able to knock skittles down • With 4 skittles, placed a curling stone width apart at target length player is able to knock skittles down • With a stone placed at front of the target mat, player can nudge this stone forward into a scoring position • With a stone placed at front of the target mat, player can nudge this stone forward into a scoring position

Netball

	<u>Key Skills</u>		
<u>Year Group</u>	<u>Passing</u>	<u>Footwork</u>	<u>Tactics</u>

<p><u>2</u></p>	<ul style="list-style-type: none"> • To be able to identify and complete the different passes used- Chest, Bounce and Shoulder. • To practise throwing from the side line. • To pass a ball over a short distance with control, pace and accuracy. • To run towards a target whilst dodging obstacles in their path and find the space to run into and pass accurately 	<ul style="list-style-type: none"> • To understand the rule of footwork- Pivot and 3 second rule. • To pivot with control and balance within the rules of the game • To use time trials to improve their time and also improve agility, balance, co-ordination and speed of feet • To move away from a defender and into space in order to receive a pass and use the correct footwork allowed within the laws of the game 	<ul style="list-style-type: none"> • To identify the different positions in netball and different areas players can be in- Attacking, defending, positioning and shooting. • To state the difference between attacking and defending skills. • To accurately shoot into a target using the correct technique and adjust the range of shot • To play a game of netball incorporating the rules.
<p><u>4</u></p>	<ul style="list-style-type: none"> • Thumbs and fingers should make a “W” grip behind the ball (keeping the elbows in) • To understand how to chest pass. • Should be able to make passes from both left and right sides • Body weight should be balanced over both feet, one foot to step slightly in front of the other • Weight to be on the front foot as pass is caught and released • Arms to follow through with pass, ending with finger tips pointing to target 	<ul style="list-style-type: none"> • To understand how to pivot with control and balance. • To understand the footwork rule. • To develop dodging technique • To understand how to mark correctly. 	<ul style="list-style-type: none"> • To understand the importance of using space in a game situation. • To develop shooting technique • To understand the different positions in netball. • To be able to play as part of a team in a netball game.
<p><u>6</u></p>	<ul style="list-style-type: none"> • To receive a pass thrown into a space – keeping control of their body and the ball. • To replicate 3 types of passing. • To demonstrate accuracy when passing • To move the ball forward with control while playing against opposition • To perform a netball shot • To demonstrate balance, high release , wrist action during shooting with some accuracy 	<ul style="list-style-type: none"> • To move into a space that allows a greater chance of receiving the ball. • To be able to pass to a player moving onto a pass • To control feet when moving in different direction • To demonstrate understanding of footwork rule during a game • To consistently move into positions to create space. 	<ul style="list-style-type: none"> • To remember the word tactic and what it means • To demonstrate tactical knowledge by moving into a space to receive a pass and stopping the other team from being able to do so. • To Identify good use of tactics in others • To recognise the names of the positions played in netball • To play a game of netball staying in the correct positions

Rounders

<u>Key Skills</u>			
<u>Year Group</u>	<u>Bowling</u>	<u>Batting</u>	<u>Fielding</u>
<u>1</u>	<ul style="list-style-type: none"> • To be able to throw a ball in different ways • To grip ball correctly • To be able to throw accurately hitting a target • To be able to apply the skills in a game 	<ul style="list-style-type: none"> • To be able to grip bat correctly. • To have the correct stance and posture • To be able to accurately swing a bat • To be able to hit a ball with a racket • To hit a target with the racket • To be able to apply the skills in a game 	<ul style="list-style-type: none"> • To be able to catch a ball • Master basic movements including running, jumping, throwing and catching • To develop balance, agility and co-ordination. • To be able to apply the skills in a game
<u>3</u>	<ul style="list-style-type: none"> • To be able to use the technique of an overarm bowl correctly • To be able to bat using correct technique • To be able to hit a target using an overarm bowl • To understand the tactics of the game • To be able to apply the skills in a game 	<ul style="list-style-type: none"> • To be able to run safely while carrying a racket • To understand that to score more points they need to strike ball into space • To be able hit the ball into space • To apply the correct stance when batting 	<ul style="list-style-type: none"> • To be able to catch using correct technique • To be able to throw under arm and over arm • To be able to use long and short barrier correctly • To understand how to field correctly • To watch the ball and get your body in the way of it ready to catch. • To be able to apply skills of rounder's.
<u>5</u>	<ul style="list-style-type: none"> • To develop consistency of throwing skills • To bowl underarm accurately • To apply skills in a small game • Pupils will be able to evaluate their partner's batting • To understand the tactics of the game 	<ul style="list-style-type: none"> • To hold the bat properly • To improve skills in the pull shot action • To apply skills learnt to keep the ball down • To understand tactics of being caught out • To direct the ball away from attackers when batting 	<ul style="list-style-type: none"> • To throw and catch a ball accurately • To develop skills in one-handed intercepting and underarm throwing • To act as a backstop or fielder • To work collectively as a team • To apply skills to run opposition out • To be able to keep score and officiate their game

	<ul style="list-style-type: none"> To be able to peer and self assess. 	<ul style="list-style-type: none"> To select the correct stance when facing a bowler 	
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Rugby

<u>Key Skills</u>			
<u>Year Group</u>	<u>Moving & Tagging</u>	<u>Ball Skills</u>	<u>Tactics</u>
<u>1</u>	<ul style="list-style-type: none"> Understand how to tag other players. To run forward whilst having two hands on the ball. To begin to understand skills needed to avoid being tagged. 	<ul style="list-style-type: none"> To know how to pass and receive the ball using accurate technique. Hold ball in front in two hands (not under the arm as in rugby) Ball must be placed down on ground with two hands To stay balanced when picking up the ball. 	<ul style="list-style-type: none"> To understand the rules of tagging. To understand how to put on tags. To open up hands to give teammate a target to aim at.
<u>2</u>	<ul style="list-style-type: none"> To start to learn how to tag other players staying low. To be able to attack and defend a try line keeping the ball close to your body. To know to run forward when holding the ball. To avoid being tagged by running forward. 	<ul style="list-style-type: none"> To start to pass the ball backwards. To be able to throw and catch a rugby ball keeping your hands up giving teammate a target. Keeping two eyes on the ball when receiving a pass. Pass the ball with two hands in a swinging motion- not above the head or below knees. 	<ul style="list-style-type: none"> To be able to follow the rules of tag rugby. To choose and use simple tactics. Show awareness of opponents and team-mates.

<p><u>3</u></p>	<ul style="list-style-type: none"> • To be able to move with coordination and control. • To perform actions and skills with more consistent control and quality. • To be able to evade and tag opponents whilst remaining in control of the rugby ball. 	<ul style="list-style-type: none"> • To be able to throw and catch the ball with control and accuracy. • To keep hands on the side of the ball. • Show control when travelling with a ball, changing speed and direction 	<ul style="list-style-type: none"> • I can use the most appropriate skills, actions and ideas. • To be able to follow the rules of the game. • Develop and use knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness
<p><u>4</u></p>	<ul style="list-style-type: none"> • To be able to attack as individuals, 2's and 3's. • To be able to dodge a defender when running towards the try line. • To be able to move with coordination and control. • To increase speed and develop endurance during game play. 	<ul style="list-style-type: none"> • To be able to catch a ball consistently. • To be able to catch the ball whilst running forward. • To be able to pass the ball whilst running. • To be able to pass the ball accurately and with speed. • To score a try by placing the ball with downward pressure on or behind the opposing 'goal line'. 	<ul style="list-style-type: none"> • To recognise which activities help speed, strength and stamina. • Children to be able to give ideas for improving their own or others performance. • To choose the appropriate tactics to keep advantage in the game.
<p><u>5</u></p>	<ul style="list-style-type: none"> • To be able to evade and tag opponents • To be able to change direction at speed. • To be able to keep eyes on the tag whilst remaining low. • To know how to position their bodies, hands and feet to receive- tracking team mates. 	<ul style="list-style-type: none"> • To be able to pass and receive a pass at speed in a game situation and in isolation. • To be able to catch and quickly pass in one movement. • To increase the power of passes so the ball can move a greater distance. 	<ul style="list-style-type: none"> • To become confident in calling a teammate for a pass. • To be able to look for space to run into. • To understand where the danger areas are and how to attack/defend. • To be able to see where the opposition are positioned and where the best opportunity to score may lie. • Always think about your position on the pitch and avoid risky decisions.
<p><u>6</u></p>	<ul style="list-style-type: none"> • To combine and perform more complex skills at speed • To perform a combination of core rugby skills under pressure during small sided competitive games. • To understand the importance of health and fitness and recognise which activities help their speed, strength and stamina. 	<ul style="list-style-type: none"> • To pass the ball only sideways or backwards through air, not handed to another player. • To be able to handle a rugby ball correctly and replicate a pass while on the move. • To be able to travel with the ball close to your body as well as scoring a try. 	<ul style="list-style-type: none"> • To choose and implement a range of strategies and tactics to attack and defend • To observe, analyse and recognise good individual and team performances • To suggest, plan and lead a warm up as a small group • To understand the importance of width and space when advancing in attack.

	<ul style="list-style-type: none"> • To demonstrate the ability to replicate core game skills and to outwit an opponent in a game situation. • be able to evade and tag opponents. 		
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Sports Hall Athletics

<u>Year Group</u>	<u>Objectives</u>
<u>1</u>	<ul style="list-style-type: none"> • To balance on one leg with support from partner • To jump over objects using different jumps • To throw a bean bag at a target from a static stance • To take part in a shuttle run • To throw vortex in a straight line from a static stance • To jump from two feet to two feet as far as possible from a static stance
<u>2</u>	<ul style="list-style-type: none"> • To be able to throw an object towards a target using over arm • To push a big ball from the chest with feet together • To balance on one leg for ten seconds • To speed bounce, side to side, over an object • To bend knees to enable spring in jump whilst using arms • To take part in a relay passing baton at the right time
<u>3</u>	<ul style="list-style-type: none"> • To run with the baton in one hand • To apply co-ordination when doing different events • To attempt to throw a soft javelin • To beginning to understand different techniques used for jumping events • To be able to recognise which technique is used for different events
<u>4</u>	<ul style="list-style-type: none"> • To show the correct technique when passing the relay baton • To use the reverse board with the right technique • To show an understanding of throwing a soft javelin • To show an understanding of throwing a 1kg medicine ball • To show an understanding of 'loading muscles' for jumping. • I can demonstrate an understanding of run, jump and throwing techniques

<u>5</u>	<ul style="list-style-type: none"> • To demonstrate a good understanding on how to receive/pass a baton • To apply different skills that are required for different athletic events such as high stepper, sprinting relay, paarlauf, over and under. • To show understanding of good technique of throwing • To begin to show an understanding of jumping technique • To apply knowledge and understanding on using a reverse board • To show understanding of the technique in running, jumping and throwing
<u>6</u>	<ul style="list-style-type: none"> • To demonstrate how to use a reverse board • To understand relay tactics and running techniques • To apply different skills that are required for different events • To demonstrate a good throwing technique used for different throwing events in sports hall athletics. • To demonstrate good understanding of jumping techniques • To apply knowledge to the events in sports hall athletics
<u>Across all year groups</u>	<ul style="list-style-type: none"> • To record fitness levels at the beginning and end to evaluate improvement • To link learning with healthy units and PSHE

Table Tennis

<u>Key Skills</u>			
<u>Year Group</u>	<u>Positioning</u>	<u>Bat Skills</u>	<u>Tactics/Rules</u>
<u>1</u>	<ul style="list-style-type: none"> • To have the correct stance and posture • To develop footwork (side step) • To introduce the ready position • To maintain balance when hitting a ball 	<ul style="list-style-type: none"> • To be able to grip bat correctly using the 'shake hands' grip and the 'Penhold' grip • To be able to hit a ball with control • To be able to return a ball to the opposite side of the net. • To hit a target when striking a ball with a bat. 	<ul style="list-style-type: none"> • To be able to play a basic game with rallies and simple point scoring.

<u>3</u>	<ul style="list-style-type: none"> • To move around the table tennis table understanding the corner pivot • To develop the side step 	<ul style="list-style-type: none"> • To develop the skills in a forehand drive • To develop skills in backhand drive • To develop serving skills • To introduce the backhand push • To introduce the forearm push 	<ul style="list-style-type: none"> • To be able to peer and self-assess • To understand the basic rules • To be able to apply the skills in a game • To learn how to play points and rallies with basic rules
<u>5</u>	<ul style="list-style-type: none"> • To understand and use wide and fast footwork in doubles matches 	<ul style="list-style-type: none"> • To develop the forehand backspin serve • To introduce the forehand topspin • To develop forehand and backhand block • To develop forehand and backhand chop • To understand the forehand smash • To understand the forehand and backhand lob 	<ul style="list-style-type: none"> • To understand when to play certain strokes • To play a doubles match • To play a game independently.

Tennis

<u>Key Skills</u>			
<u>Year Group</u>	<u>Positioning / Movement</u>	<u>Bat Skills</u>	<u>Tactics/Rules</u>
<u>2</u>	<ul style="list-style-type: none"> • To be able to sidestep • To sidestep whilst bouncing and catching the ball at the same time • To be able to move weight from one leg to another. • To change direction whilst running. 	<ul style="list-style-type: none"> • To underarm throw to aim at a target • To roll the ball across the floor using a racket • To perform a forehand. • To catch a ball in a cone. • To perform a volley shot • To underarm serve to a target 	<ul style="list-style-type: none"> • To understand how points are scored in a Tennis match. • To understand basic rules of tennis. • To be able to return the ball to the opposite side.

4	<ul style="list-style-type: none"> To be able to sidestep in various directions. To be able to change direction when running. Reacting to a verbal stimulus. keep a game going using a range of different shots play games using a racket, getting their body into good positions, 	<ul style="list-style-type: none"> perform the basic skills needed for the games with control and consistency e.g. forehand, serve and volley vary the speed and direction of the ball hitting a ball fed to them accurately, and increasingly keeping a rally going using a small range of shots 	<ul style="list-style-type: none"> Choose good places to stand when receiving, and give reasons for their choice Try to make things difficult for their opponent by directing the ball to space, at different speeds and heights Use the rules and keep games going without disputes
6	<ul style="list-style-type: none"> Play shots on both sides of the body and above their heads in To be able to run towards the net to close angle of opponent's shot To be able to direct the ball reasonably well towards their opponent's court or To understand the ready position To show good backswing, follow through and feet positioning 	<ul style="list-style-type: none"> To be able to change direction of ball To be able to push ball using forehand and backhand To be able to play a forehand shot To be able to play a backhand shot To be able to play a tennis serve 	<ul style="list-style-type: none"> Understand importance of having good ABC's (agility, balance and coordination) in tennis To understand what shots can be used in attacking play To be able to apply all skills learnt in a tennis match

Tri Golf

<u>Key Skills</u>			
<u>Year Group</u>	<u>Positioning</u>	<u>Ball Skills</u>	<u>Tactics/Rules</u>
1	<ul style="list-style-type: none"> To know how to stand to use a golf club Understand where to stand safely when playing Tri-Golf games. Stand sideways to ball Swing the club To maintain balance when hitting a ball 	<ul style="list-style-type: none"> Control the direction of the ball using both a putter and a chipper. Know how to control the length of the ball with a golf club To know how to control the height of the ball To perform a tick-tock swing 	<ul style="list-style-type: none"> To develop skills of working as a team To be able to identify the importance of persevering on a task. Identify how they concentrated on a task. To begin to understand basic rules of Tri-Golf

<u>3</u>	<ul style="list-style-type: none"> • To develop the side stand when preparing to swing club • Understand where to stand safely when playing Tri-Golf games. • Stand with the feet sideways to the ball 	<ul style="list-style-type: none"> • To Control the distance of the ball in the air using a chipper. • To develop control of the chipper and putter • To perform a tick- tock with a bigger swing 	<ul style="list-style-type: none"> • Work together as a team, measure out and build a challenge. • To know what a good shot looks like. • To be able to appraise own and other children’s technique • To understand basic rules of Tri-Golf
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Volleyball

<u>Key Skills</u>			
<u>Year Group</u>	<u>Ball Skills</u>	<u>Movement</u>	<u>Tactics</u>
<u>2</u>	<ul style="list-style-type: none"> • To explore different ways of using the ball with your hands and in the air • To investigate hitting the ball with different areas of the arm • To strike the ball in a way that it will go over the net (Dig and Volley) • To understand basic skills of serving, passing and setting • Control and pass balls while stationary and moving. 	<ul style="list-style-type: none"> • Children to move under the ball when preparing to strike • To swing arms above head when jumping • Demonstrate skill in body position and technique for overhead pass. • Move in reaction to a served or passed beach ball on the court 	<ul style="list-style-type: none"> • To begin to understand basic rules of volleyball i.e. teams are only allowed 3 touches. • Children to understand the ball must go over the net • To understand basic rules of rotating • Work cooperatively in small groups.
<u>4</u>	<ul style="list-style-type: none"> • To combine skills of forearm passing and overhead passing. • To demonstrate the basic skills of hitting the ball (spike) • To be able to apply skills of serving, passing and setting to play a modified game of volleyball 	<ul style="list-style-type: none"> • To demonstrate correct body position and movement in response to serves, tosses, and passes. • To demonstrate ability to move towards a returned ball. • Demonstrate basic arm and body position for overhead pass, forearm pass, underhand serve, and overhand serve through participation in class activities. 	<ul style="list-style-type: none"> • Work cooperatively with teachers, staff, and peers to improve skills • To combine skills to develop teamwork and decide a basic strategy

<u>6</u>	<ul style="list-style-type: none"> • Accurately executes a dig pass with success • Consistently makes good contact and shows control when striking the ball on their arm or hand • Accurately execute an underarm serve with good control • Accurately direct an underarm serve into an intended target area • Accurately set the ball using the correct technique • Aim the ball in an intended direction, with a high level of accuracy • Use dig or set shots to pass the ball, with a high level of control and accuracy; • Accurately spike or smash a volleyball towards a targeted area; • Successfully block a spiked or smashed ball 	<ul style="list-style-type: none"> • Moves in and out of the ready position efficiently and as needed. • Moves effectively around the court using different types of movements, including the side-to-side step. • Confidently uses the correct footwork and technique when spiking the ball; 	<ul style="list-style-type: none"> • Shows an understanding of the rules and scoring in a Volleyball match and plays with good sportsmanship • Communicates confidently and effectively in a net and wall match environment • Uses learnt volleyball skills effectively in a Newcomb ball match • shows an excellent understanding of the difference in rules between a sitting and standing volleyball game
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