



Where
CURIOSITY
HATCHES,
creativity takes *flight* and *learning* SOARS
TO A SKY OF
opportunity.

Physical Education

EYFS	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Unit 1- Dance	1.Explore colour stimulus using a range of actions. 2.Choreograph a short sequence combining a range of actions. 3. Describe how the actions relate to the stimulus.	1.Explore animal stimuli using a range of levels and direction. 2. Choreograph a short sequence combining a range levels and directions. 3. Demonstrate the ability to work with others to develop a sequence.	Explore theme park stimulus using unison and canon. 2. Choreograph a short sequence combining unison and canon. 3. Demonstrate the ability to perform a sequence in a group or partner using unison and canon.	1. Explore season theme using expression and creativity. 2. Choreograph a short sequence with an awareness of expression. 3. Demonstrate understanding and knowledge of how to compose a sequence.	1. Explore the transport theme using dynamics. 2. Choreograph a short sequence combining a range of dynamics. 3. Demonstrate some knowledge of dance composition.	1. Explore the 'people' theme using mirroring and follow the leader 2. Work in a small group to create a dance sequence based on 'people' 3. Understand the difference between mirroring and follow the leader
Unit 1-Body Management	1. Balance beanbags on different body parts. 2. Carry beanbags over obstacles and attempt to balance. 3. Change direction whilst balancing beanbags.	1. Move through hoops using a variety of movements. 2. Work with others and practise moving through hoops. 3. Follow pathways with hoops.	1. Reach and stretch to retrieve and place objects. 2. Move equipment from one place to another. 3. Play within the context of a relay.	1. Can step and stride across different distances and change direction. 2. Can create bridges and tunnels. 3. Work with others to travel through tunnels	1. Negotiate high and low apparatus travelling over and under. 2. Use a variety of ways of travel over apparatus. 3. Lay out objects for their partner to retrieve.	1. Create shapes with our bodies. 2. Work with a partner to create shapes. 3. Link more than one shape together
Unit 1 - Gymnastics	1. Listen and respond appropriately to instructions. 2. Move in a variety of ways, changing speed and direction. 3. Apply a simple understanding of shape and space	1. Jump and rebound on and off low apparatus. 2. Work with a partner to jump in unison. 3. Create a simple jumping sequence.	1. Balance beanbag in as many different ways on the body as possible. 2. Move and roll a ball around the body with control. 3. Work as part of a team to transfer balls, beanbags and hoops.	1. Work on apparatus stations to develop travelling skills on various body parts. 2. Move over, under, around, through, on and off apparatus and incorporate balances.	1. Develop body awareness, moving limbs together and in isolation. 2. Show ability to copy and repeat simple patterns. 3. Use basic equipment to demonstrate coordinated movement.	1. Discover and perform simple shapes. 2. Explore balancing in a variety of ways.
Unit 1 -Co-operate & Solve problems	1.Work as an individual and part of a group to match various markings and colours. 2. Identify relationships between self and others through group activity.	1. Follow instructions to perform individual coordination skills. 2. Cooperate with a partner to move across defined areas.	1. Work for a sustained period to raise heart rate. 2. Replicate with some accuracy body shapes to represent numbers. 3. Work as a pair to demonstrate larger numbers.	1. Name and perform actions, including jumps, rolls and travel. 2. Associate an action with a colour. 3. Some – Define their own trail.	1. Individually create a shape story using mime. 2. Recognise and retrieve coloured items assigned to their group. 3. Work cooperatively to construct shapes and patterns on the floor.	1. Work cooperatively as part of a pair to move objects. 2. Persevere through challenges. 3. Listen and make decisions as part of a partnership.
Unit 1 -Speed Agility Travel	1. Move forwards, backwards and sideways at speed. 2. Improve speed through practice. 3. Demonstrate agility in a variety of games	1. Participate in chasing games safely and with control. 2. Perform as part of a team in running games. 3. Recognise and follow instructions to participate in different running and chasing games.	1. Respond to cues to change direction. 2. Make choices about changing direction in games.	1. Explore a variety of ways to start movement. 2. Explore different ways of stopping showing control.	1. Recognise fast and slow movements. 2. Perform two animals moving quickly and two animals moving slowly.	1. Show control to stop and perform actions. 2. Move and stop appropriately on cue.
Unit 2 -Speed Agility and Travel	1. Move objects at speed. 2. Play games in an organised manner, taking turns. 3. Send and receive a ball.	1. Move by inching, crawling and jumping. 2. Follow copy and repeat fast and slow actions. 3. Link fast and slow travel movements.	1. Use different types of jumps. 2. Jump on, off and over with speed and control. 3. Recognise which jumps are easier and which are more challenging	1. Perform circle dances as part of a group. 2. Recognise cues in lyrics to change actions.	1. Perform with agility and strength a variety of runs. 2. Use strength to maintain a body shape.	1. Work as a team to complete an obstacle course in the quickest time possible. 2. Identify appropriate actions to complete tasks quickly and efficiently. 3. Demonstrate agility in an obstacle course.

Year 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Unit 1 Attack Defend Shoot To practice basic movements	1. Practice throwing at targets accurately 2. Pass a beanbag between pairs with some control 3. Explain/show ways you can pass a beanbag/ball to a partner	1. Experiment catching a variety of beanbags and different sized balls 2. Recognise how you can intercept a ball or beanbag 3. Use basic defensive technique	1. Experiment with different ways you can send a ball or beanbag 2. Roll/slide a ball or beanbag to a partner and a target	1. Score points by throwing a beanbag or ball into an opponent's hoop 2. Demonstrate simple defending to stop beanbag/ball going into hoops 3. Describe how they threw the beanbag and how they defended their hoop	1. Work with a partner to attack and defend a target against an opposition 2. Describe simple ways you can work with your partner to score and defend points 3. Play AFL Task, 2 v 2	1. Participate in competitive games against an opponent using attacking and defending skills. 2. Comment on how you used different attacking and defending skills you have already learned to help you in your games.
Unit 2 Co-operate & Solve problems	1. Work with a partner to move along a pathway/trail. 2. Keep track of objects on a checklist. 3. Make a straight line in a variety of ways.	1. Apply teamwork to play cooperative parachute games. 2. Use communication skills to resolve simple tasks.	1. Respond, copy and repeat repetitive actions. 2. Work with a partner to form jumping patterns. 3. Work as a team to coordinate and cooperate in movement actions	1. Reproduce patterns from images. 2. Respond to visual cues.	1. Create and follow tapping patterns. 2. Relate previous learning to solve problems.	1. Compete as part of a team to participate in an obstacle relay. 2. Recall and remember actions linked to colours. 3. Navigate obstacles and remember actions from cues.
Unit 2 Attack Defend Shoot	1. Recognise the reasons why heart rate increases during exercise. 2. Discuss what makes exercise fun. 3. Play a range of pulse raising activities	1. Play in a game with defined areas 2. Play as part of a team to attack and defend 3. Anticipate the direction of an attack	1. Bounce the ball with some control to self 2. Begin to bounce a ball to a partner 3. Play 2-on-1 using bouncing skills to score	1. Play with a partner using throwing, catching and bouncing skills to score points 2. Work under pressure to hit targets 3. Transfer target skills into a competitive game	1. Play in a game where rules apply. 2. Adapt to play to the rules. 3. Recognise when rules have changed.	1. Identify where to stand to defend goals (hoops) best 2. Play in competitive games 3. Play using defined rules in a game
Unit 1: Dance	1. Compose a travelling sequence using a variety of body parts 2. Explore ideas, moods and feelings 3. Show control, coordination and spatial awareness	1. Perform with an awareness of body shape with a partner 2. Show control, coordination and spatial awareness 3. Demonstrate some musicality throughout the performance	1. Compose a movement pattern to demonstrate unison 2. Develop partner work 3. Explore ideas and movements showing a friendship theme	1. Compose a sequence demonstrating mirroring and following 2. Watch what others do and suggest improvements to their work 3. Create a short dance based on visual stimulus	1. Compose a short dance sequence that shows sensitivity to the theme 2. Show greater control, coordination and spatial awareness in their movement patterns 3. Demonstrate an ability to create a dance with a clear start, middle and end	1. Choose and link actions to make short dance phrases that reflect rhythmic qualities 2. Explore repetition through a dance sequence 3. Perform dance phrases and short dances that express ideas and feelings
OAA	1. Follow simple instructions 2. With (some) competency. follow set rules 3. Keep a record of findings	1. Accurately follow instructions issued by the teacher 2. Confidently perform as an individual (some paired) to find the matching symbol 3. Recall, recognise and remember 2 or 3 symbols	1. Copy and perform increasingly complex actions 2. Design and demonstrate own hoop sequence 3. Complete fitness pyramid	1. I can take part in races to move balls with my feet 2. I can work on my own to complete the hoop challenge 3. I can work with a partner to move through hoops in different ways	1. Identify and select equipment based on the symbol 2. Find and record items on a list 3. Self-check a list	1. Handle, order and organise speed stack cups 2. Recognise and repeat a pattern 3. Use decision-making skills to hide/place equipment
Unit 1 Gymnastics (updated)	1. Can link two like actions 2. Can explain that 'like' actions are the same type of action 3. Perform two rolls or two jumps, link them together and repeat	1. Able to move mats and benches safely 2. Can identify key points for moving apparatus 3. Transfer like sequence to low apparatus	1. Identify that shapes can be performed on large or small body parts 2. Transfer shapes from small body parts to large ones 3. Use body tension to hold shapes	1. Take off and land with (some) control 2. Jump for height and distance 3. Perform shapes in jumps	1. Explore ways of travelling on feet using good body tension 2. Link types of travel to make a sequence 3. Use knowledge of shapes and implement them within the sequence	1. Choose two like actions rolls, travel on feet or jumps that show different levels 2. Choose a shape to start and finish 3. Create and perform a 6-element sequence
Unit 1 Run, Jump, Throw	1. Discover ways to move objects quickly. 2. Identifying which ways to move objects is quickest.	1. Run in a straight line at different speeds. 2. Show power at the start of a run.	1. Experience a variety of jumps. 2. Perform a standing long jump. 3. Work in partnership, supporting each other to do well.	1. Throw a range of objects over a distance. 2. Adapt throwing styles to different objects.	1. To explore and refine basic agility, balance and coordination skills.	1. Use running, throwing and jumping skills. 2. Compete with others.

	3. Experience competition against themselves.	3. Perform runs as part of a team.		3. Using a leading arm to direct a throw over a longer distance.	2. Perform and show improvement.	3. Say how you could have improved.
Unit 2 Attack Defend Shoot	1. Recognise the reasons why heart rate increases during exercise. 2. Discuss what makes exercise fun. 3. Play a range of pulse raising activities.	1. Play in a game with defined areas 2. Play as part of a team to attack and defend 3. Anticipate the direction of an attack We are learning: to move side to side to defend	1. Bounce the ball with some control to self 2. Begin to bounce a ball to a partner 3. Play 2-on-1 using bouncing skills to score	1. Play with a partner using throwing, catching and bouncing skills to score points 2. Work under pressure to hit targets 3. Transfer target skills into a competitive game	1. Play in a game where rules apply. 2. Adapt to play to the rules. 3. Recognise when rules have changed	1. Identify where to stand to defend goals (hoops) best 2. Play in competitive games 3. Play using defined rules in a game
Unit 1 Send and Return	1. Slide a beanbag/ball over an opponent's goal line 2. Move to defend (stop) the ball/beanbag going over your goal line 3. Explore which objects are easier to slide and defend	1. Explore different ways of sending a ball 2. Practice sending a ball in a variety of ways to a partner 3. Attempt to hit the ball	1. Move position to get in line with a ball 2. Get into positions to return balls to partners 3. Use a variety of return responses	1. Work with a partner to receive and return objects to score points against the opposition 2. Describe how you work with a partner to receive and return successfully 3. Work as part of a team to score points	1. Play in a rally with a partner. 2. Use skills previously learnt to move towards and return a ball in a rally game. 3. Describe the necessary skills to play in a rally.	1. I can hit over a bench to my partner 2. I can play with my partner in a game over a bench 3. I can send the ball to space to make it hard for my partner to catch/return
Unit 1 Hit Catch Run	1. Use a range of throwing and rolling skills to put the ball in space 2. To be able to move quickly with agility to score points 3. To be able to keep count of the score	1. Able to collect a moving ball from along the ground 2. Return the ball back to base/zone using rolls and throws	1. Catch over a short distance to stop players from scoring points 2. Work with other fielders to stop players from scoring	1. Attempt to hit an object with the hand 2. Self-feed ball to hit 3. Describe the movements needed to hit successfully	1. Running between bases to score points 2. Work with others to retrieve balls 3. Make decisions to make it difficult for hitters	1. Show collaborative work as a team to score points 2. Show awareness of teammates when fielding 3. Throw and retrieve the ball
Unit 2 Hit Catch Run	1. Perform quick runs 2. Work as a team to send and receive 3. To send and receive the ball to score points	1. To hit balls off cones 2. To decide where to hit 3. Attempt to hit with power	1. Identify where batters are hitting the ball 2. Work together to attempt to intercept balls 3. Attempt to position themselves in the path of the ball	1. Introducing the concept of fielding to 'bases' 2. Work together to place balls on bases to stop runners 3. Describe the reasons why runners have to stop when balls are returned to bases	1. Attempt to catch a ball that has been hit in the air 2. Restrict runs by fielding effectively 3. Identify how to position to cover more space	1. Work collaboratively to restrict runs 2. To hit into space to score runs 3. Describe key differences in the role of the striker and the role of the fielders
Unit 2 Send and Return	1. Attempt to send a ball that can be returned by others consistently 2. Feed a beanbag or ball into space to make it difficult for your opponent to return 3. Work with a partner to track balls and return them over the net	1. Use a variety of movements to track balls in different ways 2. Chase, stop and control balls and objects 3. Work collaboratively with a partner to complete skill-based challenges	1. Hit a moving ball from a sitting position 2. Maintain a tucked position for an extended period 3. Control body and limbs to move efficiently on the floor	1. Send objects from a variety of positions such as sitting, kneeling, and standing 2. Play cooperatively in a competitive game situation 3. Identify that there is a class of sport for people with disabilities	1. Identify tactics to outwit an opponent 2. Identify and exploit the space available on the court 3. Work as part of a team to score points	1. Use skills learned in more challenging situations against others 2. Describe and show how to get into the correct body position to send the ball
Year 2						

Unit 1 Attack Defend Shoot	<ol style="list-style-type: none"> 1. Send the ball with feet by kicking 2. Send the ball varying distances using harder and softer kicks 	<ol style="list-style-type: none"> 1. Receive and stop the ball with feet 2. Pass the ball to another player 	<ol style="list-style-type: none"> 1. Working as a team to keep possession in a defined area 2. Pass the ball for accuracy 3. Demonstrate receiving and passing 	<ol style="list-style-type: none"> 1. Play in a game with defined areas 2. Play as part of a team to attack and defend 3. Move the ball independently by bouncing 	<ol style="list-style-type: none"> 1. To move the ball using basketball-style dribbling 2. Link bouncing and passing 3. Play collaboratively to attack a goal 	<ol style="list-style-type: none"> 1. Play with and against others 2. Make some attempt at attacking collaboratively 3. Make choices on where to stand when defending as part of a team
Unit 1 -Gymnastics (Updated)	<ol style="list-style-type: none"> 1. Use prior learning to create a 4-element sequence 2. Combine balance, rolling, jumping, rocking and spinning 3. Perform using a recognised start and finish shape 	<ol style="list-style-type: none"> 1. Recognise how to create power in jumps 2. Attempt a variety of different jumps 3. Show ways to jump with power and control 	<ol style="list-style-type: none"> 1. Define how gymnastic elements can link smoothly and continuously 2. Explore transitions between elements 3. Compare linking movements that improve a performance 	<ol style="list-style-type: none"> 1. Define in simple terms flexibility 2. Demonstrate in shapes their full range of flexibility 3. Choose, adapt and perform shapes at different levels 	<ol style="list-style-type: none"> 1. Perform various travel movements at different speeds 2. Identify suitable speeds for different types of travel 3. Show how these speeds apply to different moves in a sequence 	<ol style="list-style-type: none"> 1. Choose and apply to a simple sequence of elements from unit 1 2. Perform a sequence of between 4 and 6 elements 3. Select appropriate elements to get maximum points
Unit 2 – Gymnastics (no updated available)	<ol style="list-style-type: none"> 1. Transfer movement pattern to floor, mat and apparatus 2. Work with a partner to copy and create (joining sequences) 3. Introduce relevé walk and front support 	<ol style="list-style-type: none"> 1. Identify which muscles they are using in their core to control movement 2. Copy and repeat arch and dish shapes 3. Work collaboratively to move a hoop along a line of rolling children 	<ol style="list-style-type: none"> 1. With a partner, make as many bridges and tunnels as they can with body control 2. Travel over, under and through your partner's shapes in various ways (sliding, jumping, rolling, etc.) 3. Introduce back support and crab actions 	<ol style="list-style-type: none"> 1. Introduce frog jump and L-sit 2. Play a variety of competitive games using leapfrog jumps 3. Refine leapfrog movements 	<ol style="list-style-type: none"> 1. Demonstrate distance and control in broad jump 2. Accurately replicate pike and use in short sequence 3. Link previous learning to transition elements 	<ol style="list-style-type: none"> 1. Combine all ten elements of the Unit 2 body management in order 2. Refine and develop a routine to ensure it is aesthetically pleasing 3. Perform with rhythm and control
OAA	<ol style="list-style-type: none"> 1. Work as part of a team to complete a task 2. Adapt to use equipment in unconventional ways 3. Volunteer your ideas to help the team succeed 	<ol style="list-style-type: none"> 1. Recap handling, ordering and organising speed stack cups 2. Build on searching skills 3. Work to extend coordination 	<ol style="list-style-type: none"> 1. Copy and repeat a simple pattern 2. Compose a small group movement pattern 3. Show confidence in performing in front of others 	<ol style="list-style-type: none"> 1. Explain what the word 'cue' means and use it in a sentence 2. Lead someone who is blindfolded using verbal and tactile cues 3. Be led by someone when blindfolded 	<ol style="list-style-type: none"> 1. Learn beginners competition speed stack 2. Practise and repeat recognising repetition helps us to improve performance 3. Improve accuracy through repetition 	<ol style="list-style-type: none"> 1. Reinforce recognition of symbols 2. Introduce a key 3. Create your own simple equipment map
Unit 1 Hit Catch Run	<ol style="list-style-type: none"> 1. Work as a team to field a ball back to a base 2. Run and touch cones to score points 3. Make choices about where to hit the ball 	<ol style="list-style-type: none"> 1. Sprint to correct areas to score points 2. Work to better runs scored 3. Use kicking to send a ball to score points 	<ol style="list-style-type: none"> 1. Use underarm throwing skills to feed/bowl a ball to a player 2. Position body to perform stepping action for bowling 3. Use bowling/feeding skills in a game situation 	<ol style="list-style-type: none"> 1. Experiment with different bats to see which are easier or harder to hit with 2. Make choices about where you are going to hit the ball 3. Work cooperatively to practice hitting skills 	<ol style="list-style-type: none"> 1. Stand in positions ready to catch a ball 2. Throw quickly and accurately under pressure 3. Field to catch and throw to teammates to stop opponents from scoring runs 	<ol style="list-style-type: none"> 1. Play as part of a team to field and hit to score. 2. Apply simple tactics to gameplay. 3. Play in different roles and positions
Unit 1 Dance	<ol style="list-style-type: none"> 1. Explore whole body actions to create movements as a group or pair 	<ol style="list-style-type: none"> 1. Create a sequence of movements for performance with starting and finishing positions 	<ol style="list-style-type: none"> 1. Create a duet based on the relationship between the penguin and the snowman 	<ol style="list-style-type: none"> 1. Explore the theme of Penguin Small's adventure 	<ol style="list-style-type: none"> 1. Explore footwork creatively, based on a visual stimulus 2. Use movement imaginatively, responding to 	<ol style="list-style-type: none"> 1. Select actions as a group to create a short dance phrase which reflects rhythmic qualities

	2. Apply the idea of a theme to a dance 3. Compose a dance phrase which responds to the visual stimulus	2. Demonstrate comprehension of the story through dance 3. Work cooperatively to improve and adapt the sequence	2. Explore, unison, levels and cannon within the choreography 3. Discuss how others could develop their performances	2. Create a short dance solo which demonstrates changes in direction and speed	the music with some attempt at musicality 3. Change the speed, level and direction of movements	2. Explore formations through the dance sequence 3. Perform dance phrases that express ideas and feelings
Unit 2 Attack Defend Shoot	1. Pass and receive the ball around the playing area showing some control 2. Work collaboratively to keep possession by passing accurately	1. To send and receive moving into space 2. Play with a variety of balls 3. Move into space in a game situation	1. To work with a partner to progress towards a target 2. Co-ordinate hands and feet to progress forwards 3. Attempt to use simple attacking play in a game	1. Examine the role of a goalkeeper 2. Perform defensively as an individual in a game 3. Recognise quality of goalkeeping	1. Show awareness of opponents and teammates in a game 2. Explore the concept of intercepting in invasion games 3. Choose when to attempt to intercept the ball	1. Implement basic goalkeeping, attacking play and intercepting in games 2. Make early decisions in games 3. Practise to improve existing skills
Beginners swimming	1. Move around the pool on feet in a variety of ways 2. Follow a partner and copy movements Skill Development: Pulling & pushing with hands to keep balance	1. Lift feet from the ground while supported 2. Begin to lift feet and make shapes independently Skill Development: Stabilising while upright feet off the ground	1. Move forward consistently covering distance 5—10 m 2. Attempt to take feet off the ground while propelling forward Skill Development: Pulling with feet off the ground	1. Place face in the water and hold breath for several seconds 2. Submerge face and splash water on the face Skill Development: Face in water, submerging	1. Float in a prone position without holding on to side/float 2. Regain to standing from prone Skill Development: Prone float, regain to standing	1. Float in the supine position 2. Regain to standing from supine 3. Skill Development: Supine float, regain to standing
Unit 1 Run Jump Throw	1. Play with a partner to gather objects from around the room 2. Count objects gathered to record a 3. Be aware of others around when running	1. Recognise powerful actions 2. Explore different ways to generate power to start different actions such as running, jumping, hopping, striding	1. Participate in an obstacle relay 2. Modify movements to adapt to the task, e.g. doing a burpee and then jumping on a box top.	1. Participate in three different throwing games 2. Use a variety of different throws according to the game 3. Explore which throws are better for accuracy, which are better for distance and which are better for height	1. Copy and repeat actions with accuracy 2. Analyse performance to judge differences in the game at the beginning and the end	1. Perform a variety of static and dynamic balances 2. Identify the difference between a static and dynamic balance 3. Devise own static and dynamic balance sequence
Beginners Swimming	1. Swimming short distance on back with a float 2. Attempt correct leg kick action on back Skill Development: Leg action	1. Push and glide on the front with float 2. Push, glide on the front without float (face in water) Skill Development: Push, glide and turn	1. Using the sculling technique to move on back 2. Combining hands and feet to swim on back Skill Development: sculling hands	1. Swimming on the front using the doggy paddle 2. Attempt swimming without floatation aids Skill Development: Doggy paddle	1. Push from side transition and into the doggy paddle 2. Push from the side and shift into swimming on the back Skill Development: Transition from glide to stroke	1. Attempt a max effort swim for time or distance on back and front Skill Development: Pacing to swim further
Unit 2 Send and return	1. Play a variety of roles in games 2. Accurately send a ball to specified areas 3. (Some) respond to partner and play a simple rally	1. Use a long high ball to reach back court 2. Send a low short ball to the front court Skill Development: Moving the ball around the court	1. Throw into space to make it difficult for your opponent (sitting) 2. Develop catching and throwing skills while seated 3. Develop collaborative team skills	1. Serving to a specified area 2. Use a range of sending skills to serve 3. Play out point from serve	1. Serving to a specified area 2. Use a range of sending skills to serve 3. Play out point from serve	1. I can play in a volleyball game 2. I can play on my own against an opponent 3. I can describe how I have improved over six lessons

Beginners Swimming Dependent on previous block						
Year 3						
Basketball	1. Use basic ball-handling skills 2. Pass and receive to score points 3. Dribble and work collaboratively to keep possession	1. Using short passes to keep possession and assist 2. Working as a pair to attack to net 3. Look to 1) Shoot 2) Pass 3) Dribble	1. Moving into defensive play 2. Showing good defensive posture 3. Use contact rules for defending 4. Reinforce shoot, pass, dribble principle	1. Create opportunities to shoot 2. Use two hands to play basketball shot 3. Assist teammates in a game to shoot	1. Practise the techniques for a jump ball 2. Use a jump ball to start a game	1. Apply basic rules and skills learned in a game 2. Determine when to run into space and receive a ball 3. Suggest ways to improve own and others game
Unit 1 Dance	1. Explore creating characters and narratives 2. Select and apply actions to a dance phrase 3. Discuss your own and others' work with some awareness of dance choreography	1. Explore characters using descriptive keywords 2. Use performance skills to communicate character 3. Perform to the count of 8	1. Perform and communicate ideas as part of a group 2. Develop movements using improvisation 3. Use an arabesque balance	1. Introduce the use of a prop 2. Work with others to improve a four-action routine 3. Linking sections of dance together	1. Incorporate facial expressions into a dance phrase 2. Describe ways to improve self and others' performances 3. Build a dance with multiple phrases	1. Perform to an audience 2. Describe and evaluate features in a dance 3. Watch and make decisions on how to improve your own performance
Football	1. Pass and receive the ball around the playing area showing some control. 2. Work collaboratively to keep possession by passing accurately.	1. Control the ball and pass unchallenged. 2. Move into space to receive the ball unchallenged. 3. Work together as a team to score points	1. Using short passes to keep possession 2. Work as a team to move towards the goal 3. Look to 1 shoot, 2 pass, 3 dribble	1. Recognise where there is space in a game. 2. Move into space to receive the ball. 3. Send the ball and move into a new space.	1. Control the ball at your feet and dribble unchallenged. 2. Receive the ball and dribble into space. 3. Use control of the ball to keep possession in a game.	1. Use short passes and dribbling to build an attack. 2. Determine when to run into space to receive the ball. 3. Suggest ways to improve the skills they have learnt.
Netball	Learning Intentions 1. Pass and receive the ball using a chest pass 2. Work collaboratively to keep possession and score points by passing accurately 3. Explain how accurate passes help when attacking	1. Recognise the need to get 'free' from opposition players 2. Demonstrate dodging techniques to get 'free' 3. Discuss & explain why you need to be free from a player when receiving a ball	1. Demonstrate catching in isolation 2. Demonstrate catching under pressure 3. Show awareness of footwork rules	1. Introduction to the role of goal shooter 2. Work to get the ball to the goal shooter 3. Use a bounce pass to feed the ball to the goal shooter	1. Throw over longer distances using shoulder pass 2. Recognise which throw is needed over shorter & longer distances 3. Use shoulder pass in a game to build attacking play	1. Use a range of passes to build an attack 2. Collect a loose ball that is rolling or bouncing 3. Play in a game attacking and defending
Unit 1 Gymnastics	1. Create a sequence of 2 contrasting elements 2. Demonstrate extension in shapes 3. Produce flow in sequence	1. Explore a greater range of contrasting actions 2. Copy a partners sequence 3. Define what contrast is and how it applies to sequences	1. Consolidate and improve the quality of basic rolls 2. Explain how strength and flexibility apply to rolls 3. Work with a partner to perform a roll sequence	1. Consolidate and improve the quality of basic jumps 2. Jump high and far off low apparatus 3. Work in groups of 3 or 4 to create a rolling and jumping sequence	1. Perform in unison with a partner 2. Translate unison into contrasting actions 3. Identify when they use strength in their sequence	1. Choose and apply contrasting shapes in a sequence 2. Work in a group of 3 or 4 to produce a contrasting sequence 3. Include unison in sequence
Handball	1. Attempt to catch efficiently using the correct catching position 2. Perform underarm throws efficiently and accurately	1. Continue to develop catching securely and safely 2. Perform two new passes which could include overarm and twohanded bounce pass 3. Decide which pass will be more effective in different situations	1. Moving with the ball successfully to create a chance to pass/shoot 2. Moving quickly with the ball to get closer to the opponent's goal area 3. Attempting the 3 step rule with confidence	1. Use defending positions to attempt to block the ball 2. Force an error from your opponent	1. Use attacking positions to exploit gaps in the defence 2. Use effective passing and movement as a team to create chances to score 3. Move quickly as a team up the pitch to counterattack opponents	1. Use a range of accurate passes to build an attack 2. Use tactics and work together to score goals 3. Suggesting ways to improve own & others game
Cricket	1. Hit a stationary ball into space 2. Retrieve and throw the ball as a fielder 3. Explain how fielders work together to restrict batters runs	1. Bowl an underarm ball at a target 2. Bowl with some consistency in a game situation 3. Work collaboratively to send the ball back to the bowler	1. Strike a bowled ball 2. Apply simple tactics to choose where to hit the ball 3. To score runs	1. Stop a moving ball with consistency 2. Collect and return a moving ball 3. Work as a team to stop and pass the ball to the field	1. Throw over longer distances using an overarm throw 2. Recognise when to throw over longer distances 3. Recognise the rules of the modified game and use them fairly	1. Use accurate throws to return a ball from the field 2. Strike a bowled ball to score runs for your team 3. Suggesting ways to improve own and others game
Tag Rugby	1. Grasp the principle of moving forward to score over a line. 2. Judge when to move to evade taggers.	1. Perform an effective short pass. 2. Explore ways of passing within a team. 3. Apply passing skills in the game	1. Explore a range of techniques to avoid being tagged. 2. Evade players to score points. 3.	1. Improve passing skills on cue. 2. Accept when you've been tagged. 3. Play in a sportsmanlike way in both defence and attack.	1. When defending, get close to the ball carrier 2. Work together as defenders 3. Explain what is meant by closing down space	1. Implement new skills in the AFL game. 2. Experienced passing back in an unopposed

	3. Select when to use speed to score points.		Communicate with others to score points.			situation. 3. Listen to others to work as a team
Athletics	1. Challenge yourself to jump in a variety of ways 2. Beat previous distances when jumping 3. Copy and describe what others have done	1. Run at different speeds 2. Start-stop and change pace with control 3. Demonstrate agility in running	1. Combine running and jumping 2. Jump over apparatus with control and balance 3. Explore and judge speed to jump safely	1. . Throw for accuracy 2. Throw for distance 3. Experiment with a variety of throws	1. Practice a variety of skipping techniques 2. Participate in skipping challenges against self and others 3. Discover ways to skip with a partner	1. Participate in running, throwing and jumping activities 2. Work as a team to try and score points in running, throwing and jumping activities 3. Identify ways to improve your own, and others work
OAA	1. Show working as part of a team 2. Communicate to solve problems 3. To use strength and flexibility to complete a task	1. To identify basic symbols on a map 2. To complete tasks using symbols and maps 3. To work with others to complete simple map reading tasks	1. Confidently read and follow a basic map 2. Create a route on a map for others to use 3. Work independently and as part of a team	1. Respond to problems in a group situation 2. Identify what worked well and what they need to improve when working as a group 3. Play competitively and fairly	1. Identify what they need to do to complete a challenge 2. Participate safely, considering others 3. Confidently work closely with others	1. Lead and be led by others 2. Take part in trust-based activities 3. Know what they must do to participate safely
Tennis	1. Play in a game against an opponent 2. Throw or hit a ball over a bench to score points 3. Get into a position to catch or return a ball before it bounces twice	1. Recognise the types of hitting needed for different areas of the court 2. Throw/hit to targets on a court 3. Use long high throws/hits for far targets and short low throws/hits for closer targets	1. Demonstrate an underarm serve (over cones or benches) to start a game 2. Explain when a service is used 3. Serve with some accuracy to targets	1. Move towards a ball to return (hand or racquet) 2. Perform a forehand shot on a moving ball 3. Work cooperatively to feed the ball	1. Perform in a rally with a partner 2. Keep track of the score and aim to beat the previous score during the rally 3. Describe the skills needed to keep a rally going	1. Play in games against other children 2. Use forehand hitting skills to score points 3. Move towards the ball to return to the other side
Rounders	1. Hit a stationary ball into space 2. Retrieve and throw the ball as a fielder 3. Explain how fielders work together to restrict batters runs	1. To bowl an underarm ball at a target at the appropriate height 2. To bowl with some consistency in a game situation 3. To work collaboratively to send the ball back to the bowler	1. Strike a bowled ball 2. To apply simple tactics to choose where to hit the ball 3. Count and remember runs scored	1. Stop a moving ball with consistency 2. Collect and return a moving ball 3. Work as a team to stop and pass the ball in the field	1. Throw over longer distances using overarm throw 2. Throw to appropriate bases based on the scenario of each conditioned game	1. Use accurate throws to return a ball to the bases/bowler 2. Strike a bowled ball to score runs for your team 3. Suggest ways to improve your own & others' game
Year 4						
Handball	1. Catch the ball and protect 2. Play in a competitive game scoring goals in a scoring area	1. Attempt to shoot using the overarm technique 2. Shoot outside a defined area 3. Work as part of a team to get into positions to shoot	1. Defining the role of circle runner 2. Circle runner and centre working together to build an attack 3. Build attacking play in games	1. Turn to space to get into defensive positions 2. Successfully perform first wave defence 3. Describe the defensive positions you need to be in	1. Introduce the 7-metre throw and when it is used 2. Technique for the 7-metre throw 3. Play in game implementing rules for 7-metre throw	1. Use correct rules to start and restart a game 2. Rotate to play in a variety of positions 3. Keep 3-metre distance rule
Unit 1 Dance	1. Develop dance 'freeze frames' based on a visual stimulus 2. Work in small groups to create freeze-frame positions	1. Develop freeze frame positions to include transitions 2. Demonstrate how to link positions in a variety of ways 3. Practice and perform a slide and roll	1. Learn and replicate a set phrase 2. Develop a short dance using unison and formations 3. Describe different formations	1. To perform in cannon in routines and cannon lines 2. Improve and extend mission set phrase	1. Explore the order of actions within a short dance 2. Work collaboratively in small groups to refine movements 3. Evaluate my work	1. Create a 5 action routine in accordance with the theme 2. Practice and perform a routine which includes an 'entering' start position
Football	1. Work collaboratively to work towards and score goals. 2. Move towards the ball and receive it under control 3. Recap and use passing and trapping skills to play in a game.	1. Move to stay with an attacking player. 2. Demonstrate two types of marking and attacking the player (front marking and goal side marking). 3. Discuss and debate the benefits and weaknesses of each type of marking	1. Practice defensive tackling 2. Apply defensive tackling to game scenarios 3. Describe important aspects of tackling	1. Use dribbling to progress forward. 2. Combine dribbling and passing to benefit the team. 3. Show dribbling in a game.	1. Pass the ball to players over distance. 2. Work collaboratively to select the best time to use a long pass. 3. Attempt distance passes in games to work towards a goal	1. Implement skills learnt over the 6 lessons into games. 2. Use passing on the move skills with a teammate where appropriate (moving towards the goal) 3. Evaluate what areas you have been applying well and which require improvement.

Hockey	1. Pass and receive the ball with accuracy 2. Work collaboratively to attack a goal 3. Explain how accurate passes help when attacking	1. Control ball when moving around players un-challenged. 2. Move in to space at speed to receive and send ball. 3. Use control of the ball to keep possession within a game.	1. Keep possession of the ball in small groups un-challenged. 2. Use the reverse stick to stop a ball on the far side of the body. 3. Keep possession of the ball and progress consistently.	1. Increase distance on passes 2. Be able to use the slap pass with some accuracy 3. To be able to use the rules of the game to monitor play	1. Turn with the ball unchallenged 2. Receive the ball and turn in to space 3. Receive the ball in a game & move into space by turning	1. Turn with the ball unchallenged 2. Receive the ball and turn in to space 3. Receive the ball in a game & move into space by turning
Unit 1 Gymnastics	1. Compose and perform a sequence of 6 elements 2. Use compositional ideas including changes in speed & direction 3. Teach your sequence to a partner	1. Work with a partner to create a sequence in unison 2. The sequence should be taught to and combined with another pair to make a four-person sequence	1. Compose a sequence of actions including some element of weight on hands 2. Demonstrate control & body tension when taking weight on hands	1. Work in groups of 4 to compose a 6 element sequence 2. Each member of the group select and plan a compositional component to change the sequence, e.g. levels, matching, speed 2. Refine and perform as a group a 6 element sequence	1. Each member of the group implements a compositional component to change the sequence, e.g. levels, matching, speed 2. Refine and perform as a group a 6 element sequence	1. Perform existing sequence to be judged 2. Act as judges to evaluate a group sequence 3. Compare and contrast group performances
Netball (Updated)	1. Catch the ball and bring it to the chest to protect 2. Play in competitive games scoring goals in a scoring area	1. Attempt to shoot using the correct technique 2. Recognise shots can only be taken within the semi-circle 3. Work as part of a team to get the ball to the shooter in the semi-circle	1. Play in a game using one-to-one marking 2. Recognise the need to stay with a player when marking	1. Catch the ball and obey footwork rules 2. Use pivot action once the ball is caught	1. Demonstrate quick feet movements to move around the court 2. Use quick feet in a conditioned game to get away from your opposition 3. Show quick feet and readiness to catch the ball	1. Show an understanding of preliminary moves 2. Find space to get free in a game 3. Play in a high five-game
Cricket	1. Begin to direct shots with some accuracy 2. Use the basic batting stance 3. Implement skills from year 3 into AFL task	1. Anticipate when to run to score singles 2. Work with a partner to score runs 3. Run at speed to avoid being run out	1. Intercepting a moving ball over varying distances 2. Intercept balls to stop runs in game situations 3. Work with the team to return balls in the field Skill Development: Intercepting the ball with one hand	1. Bowl overarm from a stationary position at a target 2. Attempt to bowl overarm in a game 3. Bowl from both ends of the wicket (over or underarm)	1. Use the pull shot in isolation 2. Attempt a pull shot in a game situation 3. Decide where to field against someone who can hit a pull shot	1. Use overarm bowling in a game situation with some consistency 2. Effectively stop a bouncing ground ball 3. Identify and describe successful play
Unit 1 Dance	1. Develop dance 'freeze frames' based on a visual stimulus 2. Work in small groups to create freeze-frame positions	1. Develop freeze frame positions to include transitions 2. Demonstrate how to link positions in a variety of ways 3. Practice and perform a slide and roll	1. Learn and replicate a set phrase 2. Develop a short dance using unison and formations 3. Describe different formations	1. To perform in cannon in routines and cannon lines 2. Improve and extend mission set phrase	1. Explore the order of actions within a short dance 2. Work collaboratively in small groups to refine movements 3. Evaluate my work	1. Create a 5 action routine in accordance with the theme 2. Practice and perform a routine which includes an 'entering' start position
Athletics	1. Challenge yourself to jump in a variety of ways for distance and height 2. Show different ways of running and moving 3. Compare different throws with different equipment	1. Assess what fast running feels like 2. Practice and perform running at speed 3. Compete over shorts distances against self and others	1. Use running to increase the distance of jumps 2. Judge speed to take off from a specified point 3. Demonstrate control upon takeoff	1. Introduce sling technique for discus throws 2. Practice wind up technique 3. Practice with different equipment	1. Perform running on a curve 2. Perform a baton exchange 3. Analyse as a team how to improve the baton exchange	1. Work together in small teams to score points on running, jumping and throwing activities 2. Challenge self to improve scores using appropriate techniques 3. Evaluate to aim to enhance performance a second time
Tennis	1. Be in the correct position to move and receive/return balls 2. Be alert to your opposing player 3. Identify types of throws to different targets	1. Explore techniques used in a forehand shot 2. Play in small games against opposition using forehand shots to score points	1. Introduce backhand shots 2. Attempt to self-feed for backhand shots 3. Identify the differences between forehand and backhand shots	1. Demonstrate ready position to return serve 2. Move towards and return a moving ball 3. Return balls to different positions on the court	1. Use tennis skills to play doubles games 2. Work together to score points 3. Work together to stop the opposition scoring points	1. Play in a game keeping score 2. Describe how to score in a variety of different scenarios in tennis 3. Play competitively and cooperatively with others and against others
Hockey	1. Pass and receive the ball with accuracy	1. Control ball when moving around players un-challenged.	1. Keep possession of the ball in small groups un-challenged.	1. Increase distance on passes 2. Be able to use the slap pass with some accuracy	1. Turn with the ball unchallenged	1. Use a range of passes to build attack (push, slap)

	2. Work collaboratively to attack a goal 3. Explain how accurate passes help when attacking	2. Move in to space at speed to receive and send ball. 3. Use control of the ball to keep possession within a game.	2. Use the reverse stick to stop a ball on the far side of the body. 3. Keep possession of the ball and progress consistently	3. To be able to use the rules of the game to monitor play	2. Receive the ball and turn in to space 3. Receive the ball in a game & move into space by turning	2. Use tactics and teamwork to score goals 3. Suggesting ways to improve own & others game
Rounders	1. Throw and catch the ball with increasing accuracy 2. Hit the ball into zones to score points 3. Work as an individual to keep score	1. Anticipate how many zones the batter can run to 2. Run at speed to avoid being stumped out	1. Choosing position when fielding to try to stop a ball 2. Intercept balls to stop runs in game situations 3. Work with team to return balls in the field	1. Attempt to under arm bowl to batters 2. Use underarm bowl technique in a game situation 3. Describe the rules of and surrounding underarm bowling	1. Show the standing position of a backstop 2. Make quick decisions about where to throw to the backstop 3. Play in backstop role in a small game situation	1. Identify and describe successful play 2. Play in a game using rounders scoring system 3. Describe how to score a full rounder and how to score a half rounder
Year 5						
Basketball	1. Introduce the principle of blocking shots 2. Block attackers successfully in isolated activity 3. Show blocking in a game	1. Use correct foot placement to forward pivot 2. Apply understanding of jump stop to pivoting 3. Use pivot rules successfully in a game	1. Building offense as a team 2. Use forward pass to winger create and exploit space to shoot 3. Choosing when to shoot or pass	1. Practise one handed push pass and push bounce pass 2. Cope under pressure to perform push pass 3. Identify the correct footwork to perform push pass	1. Develop awareness of the rebounding ball 2. Use the box out technique to create space to win the rebound 3. Attempt defensive rebound recovering in a game	1. Use w shape hand position to catch consistently under pressure 2. Replicate the triple threat position to be ready to pass, shoot or dribble discuss what makes this position effective 3. Apply knowledge of personal fouls to a competition setting
Intermediate Swimming	1. Swim 5 metres using any stroke unaided 2. Swim between 10 and 15 metres with support	1. Sink under water and push from side submerged 2. Push, glide and log roll from front to back	1. Using front crawl legs travel 10 metres on front and back 2. Swim for as long as possible without float	1. Perform a tuck float for 5 seconds 2. Pick up an object off the bottom of the pool	1. Perform three floats and link without putting feet on the bottom 2. Swim 10 metres on the front with one swimming aid	1. Use breaststroke legs to swim 10 metres 2. Swim on front and back using breaststroke legs
Football	1. Turn with the ball unchallenged 2. Receive the ball and turn into space 3. Receive the ball and turn to shoot	1. Recognise space and opportunities for running with the ball 2. Travel quickly and effectively with the ball 3. Select an appropriate conclusion to the run e.g. shoot, pass, dribble	1. Combine running with the ball and sending into space 2. Selecting where to pass the ball on completion of a run 3. Apply running and sending in a game	1. Play in a restricted position 2. Choose when to change position in a game 3. Move into space to open up the play	1. Distinguish between when teams are in possession of the ball and when it is lost 2. As an individual challenge themselves to maintain possession 3. Act as a team to keep possession	1. Implement skills developed throughout the unit 2. Control a bouncing ball with more confidence 3. Work with team to discuss and improve performance after each game
Intermediate Swimming	1. Perform a handstand underwater 2. Exit the water without using the steps	1. Perform a somersault in water 2. Push and glide from the side and perform a somersault	1. Using the sculling technique to move on the front 2. Push, glide and scull on the front with face in the water	1. Propel on back and roll on to the front 2. Propel on front and roll on to the back	1. Push from the side underwater and use breaststroke legs to propel 2. Sink, push away from side and touch bottom of the pool	1. Swim as quickly as possible over 5, 10 and 15 metres using a variety of ways to swim
Unit 1 Gymnastics	1. Complete a four-element sequence containing actions at different heights and speeds 2. Take weight on hands to move forward 3. Include symmetrical and asymmetrical shapes	1. Explore symmetry as applied to both balance and travel 2. Compose an individual symmetrical sequence 3. Attempt to combine sequences with a partner to create paired symmetrical sequences	1. Explore asymmetrical balances and travels 2. Compose an individual asymmetrical sequence 3. Attempt to combine sequences with a partner to create a paired asymmetrical sequence	1. Introduce partner counter balances 2. Work together to complete trust exercise 3. Create a short sequence that contains counter balances	1. Apply compositional ideas to counterbalances 2. Move smoothly from one balance to another with a partner 3. Show clear individual movements	1. Redo AFL task in pairs, including symmetrical and asymmetrical balances, travel, partner and counter partner balances 2. Show sequence to another couple, evaluate others' sequence to select a component for improvement 3. Practise and refine an area for improvement
Intermediate Swimming	Dependent on previous progress					

Cricket	1. Work with a partner to score runs 2. Start sprints with power to run between wickets 3. Select a shot to direct the ball	1. Throwing a ball for accuracy 2. Using the short throw to run players out 3. Positioning to catch the ball for a run-out in a game scenario	1. Keeping wicket to stump and run out batters 2. Anticipating the path of the bowled ball 3. Keeping wicket in a game situation	1. Increase the accuracy of overarm bowling using the correct grip 2. Apply overarm bowling consistently in a game 3. (Some) Overarm bowl with a run-up	1. Recognise when to play a defensive shot 2. Play a forward defensive shot in isolation 3. Know the purpose of a defensive shot	1. Attempt a range of shots in a game situation 2. Bowl with accuracy from a short run 3. Field with some awareness of batter's strengths
Unit Dance	1. To be able to perform a nonlocomotor movement 2. To apply some basic Bollywood actions to a dance phrase 3. To perform solo	1. To be able to perform non-locomotor and locomotor movements together 2. To link movements into a short dance phrase 3. To work with a partner to develop and remember dance phrase	1. Work as part of a group to move collaboratively 2. Create pathways and patterns as a group 3. Use performance skills in their dance	1. Describe what line dancing is and some of the key features 2. Perform in isolation so line dancing steps 3. Perform a basic 1,2 and 4 wall line dance as a class	1. Perform 3 line dance steps in isolation 2. With a partner combine 3 steps to make a short movement phrase 3. Use knowledge of basic line dance steps to create their own	1. Combine 3 new dance steps with previously learnt steps 2. Work collaboratively with a group of 4 3. Practise and improve dance to perform for others
Athletics	1. Run as part of a relay team for speed and distance 2. Run for as long as possible as an individual 3. Identify and use appropriate encouragement for teammates	1. Measure the distance of run in a given time 2. Recognise the importance of setting a pace for longer runs 3. Work to improve distance covered in set times	1. Identify & recognise the most effective jumping style for distance 2. Explore combining jumping sequences, e.g. hop, step, jump 3. Use a run up to jump further	1. Develop push technique using a variety of objects 2. Use one and two handed push throw 3. Use push throw accurately and aim for targets	1. Perform baton exchange as part of a relay team 2. Anticipate when to start moving on the exchange 3. Perform baton exchange in a given area	1. Develop as a small group either a run, jump or throwing event 2. Choose appropriate distance, equipment, time and space 3. Teach event to another group
Tennis	1. Play against an opponent to score points 2. Recap the different shots learnt in the previous unit and apply them to the game (forehand & backhand)	1. Identify the techniques used in a volley shot 2. Be prepared and ready to return using a volley shot 3. Describe the purpose of/when to use a volley shot	1. Recognise components of overhead shot 2. Use overhead shot to clear from back of the court 3. Describe when to use an overhead shot	1. Play with others to score and defend points 2. Recognise differences in where you might stand in doubles play 3. Describe any different/additional rules when playing doubles	1. Practice and refine moving towards the ball aiming to prevent the second bounce 2. Approach the ball forehand and backhand	1. Play in games with and against others using a variety of tennis shots 2. Evaluate ways to improve points scored in games 3. Serve diagonally (into the correct area if on a full-court)
Hockey	1. Explain the role of a defender in a competitive game 2. Use the block tackle in isolation 3. Apply basic defensive positions in a game	1. Dribble and shoot with accuracy 2. Pass into the D to shoot 3. Work as a team to score within the D	1. Identify how to mark an opponent 2. Mark and intercept the ball 3. Apply basic marking to a game situation	1. Clearing the ball from danger in defence 2. Moving the ball over longer distances 3. Receiving the ball from longer distances	1. Keep possession as a team with pressure from defenders 2. Use a range of simple skills to stop, control and send 3. To drag the ball to move away from a defender	1. To work cooperatively as a team to defend & attack 2. Use simple skills to keep possession 3. Explain how a passage of play was effective
Rounders	1. Apply rules of the game consistently 2. Sprint with power to run between zones 3. Direct the ball to hit target areas	1. Throwing a ball for accuracy 2. Using the short throw to stump players out 3. Positioning to catch the ball on a base to stump	1. Following the path of a bowled ball 2. Attempting to catch a backwards hit	1. Applying backwards hit rule as a batter 2. Applying backwards hit tactics as a backstop	1. Recognise where to play shots to on the field 2. Find the gaps in the field in a game situation	1. Field with some awareness of batters strengths 2. Recognise fielders positioned for left and right handed players 3. Distinguish differences between deep and close fielding
Year 6						
Handball	1. Introduce the double dribble rule 2. Recap basic rules including the three 3's 3. Play in a 4 v 4 game scoring points in 1 of 3 goals	1. Introduce the concept of screening 2. Use screening in a conditioned game	1. Identify positions available around the D 2. Explain why it is important to be 'free' to help your teammates attack the goal 3. Play in a game to build an attack	1. Experience a range of contexts in which dribbling occurs 2. Dribble with confidence in isolation 3. Attempt dribbling in various ways in a game situation	1. Work as part of a team to switch from defensive play to attacking 2. Describe the best areas to attack during a counter attack 3. Attempt to attack space when counter-attacking	1. Make choices about which pass to use 2. Explain choice of pass 3. Play in competitive games as part of a team
Unit 1 Dance	1. Use tension and extension to control body 2. Develop a simple sequence using actions and dynamics 3. Recognise the	1. Explore space and relationships in dance 2. Develop a movement phrase that incorporates at least two relationships and a spatial element	1. Remember and perform a simple phrase incorporating at least 3 actions	1. To develop a dance using an increased range of actions 2. Identify appropriate dynamics and group formations for a Hakka dance performance	1. To perform some basic street dance skills 2. To develop a short sequence including basic street dance	1. Develop a street dance using relationships in dance 2. Work as part of a pair to compose a street dance

	difference between actions and dynamics		2. Use expression in a dance phrase 3. Develop movement action phrase in a group of 4	3. To perform with consistency throughout	positions 3. Interpret visual stimulus	performance 3. Perform confidently to peers
Football	1. Play as an attacker and a defender 2. Pass to set up another player's shot on goal 3. Run onto the ball to attempt to shoot and score	1. Collaborate with a partner to implement simple defensive principles 2. Aim to deny attackers from moving into space 3. Aim to restrict space attackers have to play in	1. Apply speed and accuracy to a penalty shot 2. Work as a team to attack rebounds from a penalty 3. Explain why certain areas of the goal are better than others to aim for	1. Devise a drill that develops the skill of attacking in pairs 2. Using STEP to teach a skill to another group 3. Apply attacking in pairs skills to a game	1. As a defensive pair, work to close down one attacker 2. Play the role of covering defender 3. Apply defensive positions into a game	1. To work cooperatively to implement attacking and defending strategies 2. Use close control to keep possession of the ball 3. Demonstrate previous skills learnt in games
Netball	1. Introduce the double bounce rule 2. Recap throwing and catching skills used in netball 3. Play in a 4 v 4 game scoring points in 1 of 3 goals	1. Practise marking the ball for a pass or a shot 2. Umpire the 1m rule for a player marking the ball 3. Play in a game utilising the marking the ball skill	1. Identify positions available around the D 2. Explain why it is important to be 'free' to help your goal shooter and goal attack 3. Play in an attacking game s supporting GS & GA	1. Describe what a rebound is 2. Attempt rebounds as both attacker & defender in practices and competitive games	1. Practise knocking the ball away from your opponent 2. Choose when to catch and when to knock the ball away 3. Explain why you caught the ball or why you knocked it away	1. Make choices about which pass to use 2. Explain why you have used the pass you have 3. Play in competitive games as part of a team
Unit 1 Gymnastics	1. Complete a six element sequence containing flight, contrasting shapes, and balances 2. Can take weight on hands to land on high apparatus from flight 3. Include twists/turns and changes of speed and direction	1. Dismounting from varying heights 2. Make simple judgments about own work and choose what level to work 3. Magic chair landing, jump forwards beyond cone while still maintain control, increase distance, jump into balance	1. Organise equipment in small groups to create a flight sequence 2. Express cannon in sequences 3. Work collaboratively to assign a leader and share ideas for sequence	1. Include a piece of equipment assigned to the group. For example: throw down spots, hoops etc 2. Refine individual aspects of sequence including jumps, starting and finishing position and use of cannon 3. Perform sequence to an audience	1. Devise pulse raising warm up which develops flexibility 2. Create a paired flight sequence demonstrating both unison and cannon 3. Recap unison in relation to gymnastics sequences	1. Select children to deliver warmup activity from the previous lesson 2. Create a six element sequence including cannon, unison, dismount (differentiated), a piece of equipment
Tag Rugby	1. Play effectively in attack and defence 2. Score points against opposition 3. Support the player with the ball	1. Devise a warm-up for short passes 2. Perform a set play off a free pass 3. Suggest ways to improve the set play	1. Communicate and devise tactics for attacking 2. Using the 'taking the distance, not the time' principle 3. Changing speed and direction to create try-scoring opportunities	1. Recognise the difference between attacking and defensive tactics 2. Apply these tactics in games 3. Use the 'spaces not faces' idea to help their attacking play	1. Refine and teach a warm-up to classmates 2. Communicating effectively when transitioning from attack to defence 3. Use agility and speed to help defend	1. To work as a team to implement defending and attacking strategies 2. Demonstrate skills learnt 3. Observe and analyse peers, offering suggestions to improve an individual or team's performance
Cricket	1. Demonstrate urgency in acquiring runs in a given time 2. Attempt both attacking and defensive play as a batter 3. Attempt attacking field placement including slip, short leg and cover position	1. Tracking and catching a high ball 2. Catching a high ball to get players out 3. Attempting catches in a competitive game	1. Bowling the short ball 2. Using the short ball to tempt players to hit high 3. Attempt to catch the high ball off a short delivery	1. Track and retrieve the ball over distance 2. Identify when to work as pairs to field long balls 3. Explain how effective fielding can restrict runs scored	1. Demonstrate and describe the difference between an on and off drive 2. Discuss why you would use different types of shot in a game 3. Attempt an on drive	1. Use a range of defensive and attacking tactics in a game 2. Apply a range of known cricketing rules to a new game format 3. Attempt to bowl a variety of balls to get players out
Hockey	1. Play the role of both the defender and the attacker 2. Shoot from close range 3. Score points against opposition	1. Devise a warm-up for sending the ball over short distances 2. Perform a long corner routine as part of a team 3. Suggest ways to improve the success of long corners routines	1. Identifying players that need to be marked 2. Use speed and agility to stay with an opponent 3. Consistently mark in an appropriate position	1. Channel opposition players away from the middle of the pitch 2. Using the banana run channel players to your strong side 3. Apply channelling skills into a game	1. Recognise when and where a hit out should be taken 2. Play the hit out as a defender and position themselves to support the hitout 3. Move to create opportunities for a successful hit out	1. To work cooperatively to implement attacking and defending strategies 2. Use simple set plays 3. Demonstrate previous skills learnt in games
Athletics	1. Use power to improve the start of a short sprint 2. Refine running skills to improve times	1. Develop the 3 phases of the triple jump 2. Use the correct technique to jump further	1. Develop and implement the heave throw 2. To throw for distance using the heave throw	1. Explain what a parlauf run is 2. Take part in partner and team running challenges	1. Collaborate as a team 2. Develop fitness through a range of jumping skills	1. To compete and recognise their own success 2. To select and apply

	3. Work with others to record accurate results	3. Take part in sustained physical activity to develop strength	3. Evaluate their own and others' performance	3. Collaborate effectively in both a pair and team to run the quickest time possible	3. Perform the scissor jump consistently with good technique	techniques to improve performance 3. To be physically active for sustained periods
Rounders	1. Demonstrate urgency in acquiring rounders in a specified innings length 2. Attempt both attacking and defensive play as a batter 3. Attempt attacking bowling	1. Tracking and catching a high ball 2. Catching a high ball to get players out 3. Attempting catches in a competitive game	1. Bowling the faster ball 2. Using the faster ball to deceive batters	1. Track and retrieve the ball over distance 2. Identify when to work as pairs to field long balls 3. Explain how effective fielding can restrict rounders scored	1. Identify when a fellow batter is at risk of being overtaken 2. Apply simple tactics to ensure all batters make it round bases 3. Apply the rule which states once you leave a base as a batter you must run on	1. Use a range of defensive and attacking tactics in a game 2. Apply a range of simple rounders rules in a game 3. Play in on a full four base rounders game
Tennis	1. Play doubles tennis to score points against opposition 2. Defend points against opposition using teamwork skills to return balls over the court 3. Select and apply skills learned in previous units	1. Recap principles of a backhand shot 2. Describe why and when to use a backhand shot 3. Use a backhand shot when necessary in a game situation	1. Introduce the lob shot 2. Demonstrate a lob shot in isolated situations 3. Perform a lob shot in gameplay	1. Play in a game against opposition in doubles and singles using full tennis scoring systems 2. Appropriately score a tennis game using full tennis rules 3. Umpire a game of doubles and singles	1. Recap rules and scoring systems for a full game 2. Play in doubles games (as per lesson 1) and recognise how as a pair you can improve 3. Implement basic positioning as a pair to score points	1. Use basic doubles positioning learnt in lesson 5 to explore attacking and defensive play 2. Work as a pair to develop tactics against other pairs 3. Compete and identify ways you can improve your game
OAA	1. Work as a pair to follow and orient a map 2. Select a correct travelling pace, e.g. running, jogging or brisk walking pace 3. Enjoy competing with each other	1. Run as fast as possible under control 2. Work as part of a pair to complete a scavenger hunt 3. Successfully identify objects by a written description	1. Balance safely and with control 2. Perform a pyramid balance as part of a small group 3. Suggest adaptations and variations to the balances	1. Work collaboratively to complete a range of paired and group activities 2. Work efficiently as part of a team to eliminate opposition 3. Use correct rules	1. Decide who should run and when in a team running challenge 2. Use speed and pace to run individually 3. Using their knowledge of games to design a fun, competitive game	1. Problem solve as part of a team 2. Refine and adapt ideas 3. Follow task instructions