



PE Progression Document

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	<p>Aims:</p> <ul style="list-style-type: none"> To identify and use simple gymnastics actions and shapes. To apply basic strength to a range of gymnastics actions. To begin to carry simple apparatus such as mats and benches. To perform a variety of basic gymnastics actions showing control. To introduce turn, twist, spin, rock and roll and link these into movement patterns. To perform longer movement phrases and link with confidence. <p>Skills Covered:</p> <ul style="list-style-type: none"> Copy and explore basic movements with some control and coordination. Perform different body shapes. Perform 2 footed jumps. Use equipment safely. Balances with some control. Link 2-3 simple movements. 	<p>Aims:</p> <ul style="list-style-type: none"> To describe and explain how performers can transition and link gymnastic elements. To perform with control and consistency basic actions at different speeds and on different levels. To challenge themselves to develop strength and flexibility. To create and perform a simple sequence that is judged using simple gymnastic scoring. To develop body management through a range of floor exercises. To use core strength to link recognised gymnastics elements, e.g., back support and half twist. To attempt to use rhythm while performing a sequence. Demonstrate basic skills associated with yoga activities including strength and flexibility, balance and coordination. Demonstrate the ability to perform yoga movements in various combinations and forms. Demonstrate the ability to create and present various yoga sequences. Can perform the yoga poses, have a strong tummy to help them keep their body in position Demonstrate laying down, relaxed and focused on their breathing, taking deep breaths. To challenge themselves to try all the harder yoga poses. <p>Skills Covered:</p> <ul style="list-style-type: none"> Explore and create different pathways and patterns. Use equipment in a variety of ways to create a sequence Link movements together to create a sequence using rhythm. Use start and finish shapes. Demonstrate power in jumping. Perform on different levels and with different speeds. Back and front support using balance. Move between poses while keeping balanced; Arch their back up, and dip their back down, smoothly; Repeat the yoga sequence with minimal support; Use a full range of movements; transition smoothly between yoga poses; Balance on one leg; Create a short sequence of yoga poses; Demonstrate a yoga pose to the class; Breathe smoothly while in poses. 	<p>Aims:</p> <ul style="list-style-type: none"> To modify actions independently using different pathways, directions and shapes. To consolidate and improve the quality of movements and gymnastics actions. To relate strength and flexibility to the actions and movements they are performing. To use basic compositional ideas to improve sequence work. To identify similarities and differences in sequences. To develop body management over a range of floor exercises. To attempt to bring explosive moves into floor work through jumps and leaps. To show increasing flexibility in shapes and balances. <p>Skills Covered:</p> <ul style="list-style-type: none"> Use contrasting shapes, body control when rolling. Work collaboratively with a partner to show unison in patterns and routines. Show fluency in movement. Use smooth transitions, bouncing and perform a half lever.  <ul style="list-style-type: none"> Apply compositional ideas independently and with others to create a sequence. Copy, explore and remember a variety of movements and use these to create their own sequence. Describes their own work using simple gymnastic vocabulary. Begin to notice similarities and differences between sequences. Use turns whilst travelling in a variety of ways. Begin to show flexibility in movements Begin to develop travelling and balancing using correct technique. 	<p>Aims:</p> <ul style="list-style-type: none"> To become increasingly competent and confident to perform skills more consistently. To be able to perform in time with a partner and group. To independently use compositional ideas in sequences such as changes in height, speed and direction. To develop an increased range of body actions and shapes to include in a sequence. To define muscles groups needed to support the core of their body. To refine taking weight on small and large body parts, for example, hand and shoulder. <p>Skills Covered:</p> <ul style="list-style-type: none"> Link skills with control, technique, coordination and fluency. Understand composition by performing more complex sequences. Begin to use gymnastic vocabulary to describe how to improve and refine performances. Develop strength, technique and flexibility throughout performances. Creates sequences using various body shapes and equipment. Combine equipment with movement to create sequences. Use cartwheel progressions.  <ul style="list-style-type: none"> Include speed changes in sequences. Perform shoulder rolls and shoulder stands to show flow. 	<p>Aims:</p> <ul style="list-style-type: none"> To create longer and more complex sequences and adapt performances. To take the lead in a group when preparing a sequence. To develop symmetry individually, as a pair and in a small group. To compare performances and judge strengths and areas for improvement. To select a component for improvement—for example - timing or flow. To take responsibility for your own warm-up, including remembering and repeating a variety of stretches. To perform more complex actions, shapes and balances with consistency. To use the information given by others to improve performance. <p>Skills Covered:</p> <ul style="list-style-type: none"> Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Use more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Links skills with control, technique and coordination. Use symmetry, asymmetry and perform counterbalances, round offs and cartwheels. Devise warm ups. 	<p>Aims:</p> <ul style="list-style-type: none"> To lead group warm-up showing understanding for the need for strength and flexibility. To demonstrate accuracy, consistency, and clarity of movement. To work independently and in small groups to make up your own sequences. To arrange own apparatus to enhance work and vary compositional ideas. To experience flight on and off of high apparatus. Perform increasingly complex sequences. To combine your ideas with others to build sequences. To compose and practise actions and relate to music. To show a desire to improve across a broad range of gymnastics actions. <p>Skills Covered:</p> <ul style="list-style-type: none"> Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapt sequences to include a partner or a small group and gradually increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Use more complex gym vocabulary to describe how to improve and refine performances. Develop strength, technique and flexibility throughout performances. Prepare for vaulting and dismounting from height. Use stimuli such as ribbons and hoops.

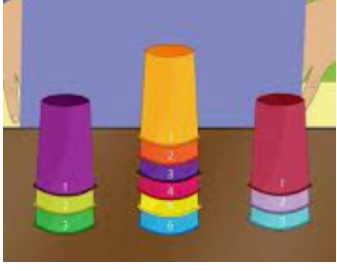
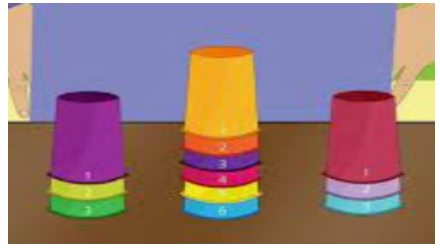


<p>Dance</p>	<p>Aims:</p> <ul style="list-style-type: none"> •To respond to a range of stimuli and types of music. •To explore space, direction, levels and speeds. • To experiment creating actions and performing movements with different body parts. • To able to build simple movement patterns from given actions. • To compose and link actions to make simple movement phrases. • To respond appropriately to supporting concepts such as canon and levels. <p>Skills Covered:</p> <ul style="list-style-type: none"> •To explore storytelling through dance. •Use a theme to create a dance. •Develop actions to express friendship. •Dance with a start, middle and end. •Perform actions to nursery rhymes. March in time. Move, turn and perform as a group. 	<p>Aims:</p> <ul style="list-style-type: none"> •To describe and explain how performers can transition and link shapes and balances. • To perform basic actions with control and consistency at different speeds and on different levels. • To challenge themselves to move imaginatively responding to music. • To work as part of a group to create and perform short movement sequences to music. • To explore relationships through different dance formations. • Explain the importance of emotion and feeling in dance. • To use the stimuli to copy, repeat and create dance actions and motifs. <p>Skills Covered:</p> <ul style="list-style-type: none"> •Dance in solo and duet. •Explore creative footwork, space, direction, levels and speeds. •Discuss how a dance can develop. •Comment on contrasting actions. •Use the theme of a clock face to develop a dance. •Perform ‘freestyle’ moves. •Perform a motif to music and explore movement pathways. 	<p>Aims:</p> <ul style="list-style-type: none"> •To practise different sections of a dance aiming to put together a performance. • To perform using facial expressions and a prop. •To build basic creative choreography skills in travelling, dynamics and partner work in the specific style dance. •To describe and explain how performers can transition and link shapes and balances. •To perform basic actions with control and consistency at different speeds and on different levels. • To perform using more sophisticated formations as well as an individual. <p>Skills Covered:</p> <ul style="list-style-type: none"> •Communicate ideas as part of a group. •Use a prop in a 4-action dance phrase. •Discuss examples of professional work. •Create your own floor patterns. •Apply feedback to improve your own performance. 	<p>Aims:</p> <ul style="list-style-type: none"> •To include freeze frames in routines. • To practise and perform a variety of different formations in dance. • To develop a dance to perform as a group with a set starting position. • To develop choreography and devising skills in relation to a theme. • To explore dynamic quality and formations to communicate character. • To concentrate on a specific theme throughout and linking all activities to the communication of this to an audience. <p>Skills Covered:</p> <ul style="list-style-type: none"> •Develop dance freeze frames. •Perform a slide and roll. •Work collaboratively to sequence movements. •Create a 5- action routine. •Use formations to tell a story and perform without prompts. •Use devices to manipulate movements and perform contact work as a group. •Identify strengths in their performance. 	<p>Aims:</p> <ul style="list-style-type: none"> •To perform different styles of dance fluently and clearly. • To refine & improve dances adapting them to include the use of space, rhythm & expression. • To work collaboratively in groups to compose simple dances. • To recognise and comment on dances suggesting ideas for improvement. • To develop choreography and devising skills in relation to a theme. • To exploring dynamic quality and formations to communicate character. • To concentrate on one simple theme throughout and linking all activities to the communication of this to an audience. <p>Skills Covered:</p> <ul style="list-style-type: none"> •Perform locomotor and nonlocomotor movements in a dance routine. •Describe the key features of line dancing. •Work collaboratively in a group of 4. •Use basic knowledge of line dancing steps to create your own line dance. •Copy and perform a specific dance action to communicate a theme. •Copy and execute a high energy jump sequence. •Create a low-level attack sequence. 	<p>Aims:</p> <ul style="list-style-type: none"> •To work collaboratively to include more complex compositional ideas. • To develop motifs and incorporate them into self composed dances as individuals, pairs & groups. • To talk about different styles of dance with understanding, using appropriate language & terminology. • To developing group devices and greater use of teamwork. • To demonstrate narrative through contact and relationships. • To show tension through pattern and formation. <p>Skills Covered:</p> <ul style="list-style-type: none"> •Explore space in a deeper way in relation to dance. Identify appropriate dynamics and group formations for a specific dance type. •Perform some basic street dance skills. •Compose a street dance performance. •Create a phrase of gestures that communicate a theme. •Describe the meaning/purpose of several different devices. •Show formations that create tension and relationships. Create and perform a live aural setting.
<p>Yoga</p>	<p>Aims:</p> <ul style="list-style-type: none"> •To be able to copy and repeat different yoga poses. • To be able to demonstrate flexibility and control. • To be able to demonstrate different breathing techniques to help relax. • To be able to create a story to link at least three animal poses. • To be able to practise some yoga relaxation techniques. To be able to perform simple balances. <p>Skills Covered:</p>					

	<p>Move between poses using balance</p> <p>Adapt yoga poses to create their own sequence</p> <p>Meditation</p> <p>Breathing techniques</p> <p>Poses - cat cow pose, chair pose, mountain pose, rainbow pose, tree pose</p>					
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<p>Invasion Games (Hockey, Football, Rounders, Basketball, Cricket and Tag Rugby)</p>	<p>Aims:</p> <ul style="list-style-type: none"> •To practise basic movements, including running, jumping, throwing and catching. • To begin to engage in competitive activities. • To experience opportunities to improve agility, balance and coordination. <ul style="list-style-type: none"> • To recognise rules and apply them in competitive and cooperative games. • To use and apply simple strategies for invasion games. • Preparing for and explaining the reasons why we enjoy exercise. <p>Skills Covered:</p> <p>Catch and intercept. Bounce the ball to self. Defend a target. Attack and defend as a pair. Communicate with a partner. Compete in a basic tournament 2v2.</p>	<p>Aims:</p> <ul style="list-style-type: none"> •To send a ball using feet and receive a ball using feet. • To refine ways to control bodies and a range of equipment. • To recall and link combinations of skills, e.g. dribbling and passing. • To select and apply a small range of simple tactics. • To recognise good quality in self and others. • To work with others to build basic attacking play. <p>Skills Covered:</p> <p>Kick with the inside of the foot and stop the ball with your feet. Control a ball. Bounce the ball to send it. Bounce a ball to begin to dribble. Throw/send a variety of equipment. Pass and move. Intercepting in a game. Play goalkeeper.</p>	<p>Aims:</p> <ul style="list-style-type: none"> •To perform some basic invasion games skills, throwing, catching, kicking and dribbling. • To build attacking/offensive play. • To show basic control skills, including sending and receiving the ball. • To send the ball with some accuracy to maintain possession and build attacking play. • To implement basic rules of modified games, e.g. basketball. • To develop motor skills to handle sticks with ease and improve agility. • To show basic skills to maintain possession. • To use space efficiently to build an attack. • To link skills to perform as a team. <p>Skills Covered:</p> <p>General - Dribbling, passing in pairs. Defensive positioning. Building an attack. Finding space to receive the ball. Shot, pass, dribble theory. Basketball – Jump Ball, two handed shot. Defensive body position. Football – Using inside and outside of the foot, trapping. Hockey – Using the flat side of the stick. Close control, preparing to tackle. Netball – Chest, shoulder and bounce pass. Dodging to get free. Tag Rugby – Ball handling. Running past defenders. Evading taggers and tag protocol.</p>	<p>Aims:</p> <ul style="list-style-type: none"> •To show an increased confidence and perform with more consistency a selection of basic skills such as dribbling, throwing and shooting. • To develop a broader range of ball handling skills. • To use footwork rules in a game situation and explore basic marking. • To pass over a longer distance. • To move towards the ball to receive the pass. • To ass and move with the ball as a team to build attacks. • To apply a small range of tactics in a competitive situation. • To demonstrate increased speed and endurance during gameplay. • To evaluate skills, tactics and team play to aid improvement. <p>Skills Covered:</p> <p>General – Passing over longer distances, use some marking techniques and introduce some defending principles. Basketball - Use footwork rules, explore basic marking, crossover dribble, bounce pass, jump shot, triple threat position. Football – Dribbling in different directions, defensive tackling, front of player and goal side marking. Hockey – Push pass, slap pass, straight dribble, stopping and turning with the ball. Netball – Protecting the ball, basic shooting, playing within 3rds, 1to1 marking, footwork rules. Tag Rugby – Picking up and running with the ball, correct ball carrying position, keeping possession.</p>	<p>Aims:</p> <ul style="list-style-type: none"> •To use strength, agility and coordination when defending. • To increase power and strength of passes, moving the ball accurately in a variety of situations. • To select and apply a range of tactics and techniques and play with consistency. • To play effectively in a variety of positions and formations on the pitch. • To relate a more significant number of attacking and defensive tactics to gameplay • To become more skilful when performing movements at speed. • To select and apply the appropriate skill in a game situation. • To play effectively as a team in defence, taking individual responsibility for your role. <p>Skills Covered:</p> <p>General – Combine basic skills with confidence, such as dribbling and shooting. Select and apply appropriate skills in a game situation. Basketball – Block, forward pivot, forward pass, push pass, boxing out. Football – Turning with the ball, running with the ball, keeping possession, step over. Hockey – Block tackle, passing in the D, sweep shot, dragging the ball. Netball – Effective bounce pass in a game, use a greater variety of dodging skills, pivot and pass, two-handed shooting. Tag Rugby – Tagging opposition, when to run and when to pass into space, deny space to opponent, pop pass, magic diamond formation, 3 steps and pass technique.</p>	<p>Aims:</p> <ul style="list-style-type: none"> •To apply aspects of fitness to the game such as power, strength, agility and coordination. • To choose and implement a broader range of strategies to play defensively and offensively. <ul style="list-style-type: none"> • To grasp more technical aspects of the game. • To observe, recognise and analyse good individual and team performances. • To suggest, plan and lead simple drills for given skills. • To combine and perform more complex skills at speed in games. • To use set plays in game situations and explain when and why they are used. • To switch effectively as a team between defence and attack. <p>Skills Covered:</p> <p>General – Compare performances. Comprehend and show why a player with the ball should keep moving or be ready to pass quickly in Netball. Basketball – Fast break, retreat dribble, free throw rules, L-cut, v-cut, Pin down. Football – Setting up others to shoot, denying space, covering defender, penalty shooting, goalkeeping, close control knee, chest. Hockey – Shooting from close range, long corners, goal-side marking, self-pass rule, channelling the opposition. Netball – Double bounce rule, marking to pass or shoot, organisation around the D, rebounds as attacker and defender, knocking the ball away. Tag rugby – Set play for attacking, 'take the distance, not the time' and 'spaces, not faces'</p>
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<p>Outdoor Adventure</p>	<p>Aims:</p> <ul style="list-style-type: none"> •To use thinking skills to follow multi-step instructions. • To solve more challenging problems as an individual. • To comprehend that one thing can represent another. • To take part in activities with increasing challenges to build confidence. <p>Skills Covered:</p> <ul style="list-style-type: none"> • Follow simple instructions. Recognise, remember, and 	<p>Aims:</p> <ul style="list-style-type: none"> •To use searching skills to find given items from clues and pictures. • To work as a pair to navigate space. • To use and explore unusual equipment to develop coordination. • To use problem-solving and motor skills. <p>Skills Covered:</p> <ul style="list-style-type: none"> • Use equipment in unconventional ways. Build on speed stack skills. 	<p>Aims:</p> <p>To work with others to solve problems.</p> <ul style="list-style-type: none"> •To describe their work and use different strategies to solve problems. • To lead others and be led. • To differentiate between when a task is competitive and when it is collaborative. <p>Skills Covered:</p> <ul style="list-style-type: none"> • Use non-verbal communication effectively. • Develop further simple map reading skills. • Respond to and resolve problems as a 	<p>Aims:</p> <ul style="list-style-type: none"> •To work well in a team or group within defined and understood roles. • To plan and refine strategies to solve problems. • To identify the relevance of and use maps, compass and symbols. • To Identify what they do well and suggest what they could do to improve. <p>Skills Covered:</p> <ul style="list-style-type: none"> • Recognise compass points. • Use a compass. • Follow a course. 	<p>Aims:</p> <ul style="list-style-type: none"> •To explore ways of communicating in a range of challenging activities. • To navigate and solve problems from memory. • To develop and use trust to complete the task and perform under pressure. <p>Skills Covered:</p> <ul style="list-style-type: none"> • To use memory and recall skills. • Work at maximum physical capacity, e.g., when running. • Use control cards. • Perform under pressure. 	<p>Aims:</p> <ul style="list-style-type: none"> •To use the information given by others to complete tasks and work collaboratively. • To undertake more complex tasks. • To take responsibility for a role in a task. • To use knowledge of PE and physical activities to suggest design ideas & amendments to games. <p>Skills Covered:</p> <ul style="list-style-type: none"> • Follow a map. • Identify objects in a scavenger hunt. • Perform complex group pyramid balances. Tie a reef knot. • Design your own game using, refining, and adapting
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	<p>match some symbols.</p> <ul style="list-style-type: none"> • Perform physically challenging actions. • Follow a movement pattern with others. • Take part in competitive races and work with a partner. • Undertake simple speed stack arrangements. 	 <ul style="list-style-type: none"> • Compose a small group movement pattern. • Participate in blindfold activities. • Introduce the principle of map keys and use them. 	<p>team.</p> <ul style="list-style-type: none"> • Participate in trust activities. • Plan a route map. 	<ul style="list-style-type: none"> • Work cooperatively with a partner to follow a map and solve problems. • Recognise a range of standard map symbols. • Evaluate their own success. 	<ul style="list-style-type: none"> • Perform safely and with control. • Classify and interpret simple morse code. 	<p>group ideas.</p>
<p>Athletics</p>	<p>Aims:</p> <ul style="list-style-type: none"> •To begin to link running and jumping. • To learn and refine a range of running, which includes varying pathways and speeds. • To develop throwing techniques to send objects over long distances. <ul style="list-style-type: none"> • To Increase stamina and core strength needed to undertake athletics activities. • To take part in a broad range of opportunities to extend strength, balance, agility and coordination. • To cooperate with others to carry out more complex tasks. <p>Skills Covered:</p> <ul style="list-style-type: none"> •Starting and stopping at speed. •Show power in running by using arms. •Take off on two feet. •Use your leading arm to throw. •Compete in relay teams. • Perform agile movements. •Work for sustained periods. •Negotiate obstacles. •Jumping and bounding. •Run from different starting positions. 	<p>Aims:</p> <ul style="list-style-type: none"> •To develop power, agility, coordination and balance over a variety of activities. • To throw and handle a variety of objects, including beanbags, balls, hoops. <ul style="list-style-type: none"> • To negotiate obstacles showing increased control of body and limbs. • To Improve running and jumping movements, work for sustained periods. • To reflect on activities and make connections between a healthy, active lifestyle. <ul style="list-style-type: none"> • To experience and improve on jumping for distance and height. <p>Skills Covered:</p> <ul style="list-style-type: none"> •Aware of others when running in space. •Performs a variety of throws with control and coordination. •Perform some static and dynamic balances. •Explore their emotions around different challenges. •Attempt more accuracy in throws. •Perform under pressure. •Explore breathing techniques. •Can jump from a standing position with accuracy. •Can use equipment safely. 	<p>Aims:</p> <ul style="list-style-type: none"> •To control movements and body actions in response to specific instructions. • To demonstrate agility and speed. • To jump for height and distance with control and balance. • To throw with speed and power and apply appropriate force. <p>Skills Covered:</p> <ul style="list-style-type: none"> •Combination jumps - hop, skip jump. •Recognising and performing different paced runs. •Approaching hurdles. •Recording scores accurately. •Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country. •Performs a variety of throws using a selection of equipment. •Can use equipment safely and with good control 	<p>Aims:</p> <ul style="list-style-type: none"> •To use running, jumping, and throwing stations, children investigate different ways of performing these activities in small groups. • To use various equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws <p>Skills Covered:</p> <ul style="list-style-type: none"> •Beginning to build a variety of running techniques and use them with confidence. •Can perform a running jump with more than one component. e.g. hop skip jump (triple jump). •Demonstrates accuracy in throwing and catching activities. •Describes good athletic performance using correct vocabulary. •Can use equipment safely and with good control. •Perform baton exchanges. 	<p>Aims:</p> <ul style="list-style-type: none"> •To sustain pace over short and long distances, such as running 100m and running for 2 minutes. • To run as part of a relay team working at their maximum speed. • To perform a range of jumps and throws, demonstrating increasing power and accuracy. <p>Skills Covered:</p> <ul style="list-style-type: none"> •Develop a variety of running techniques and use them with confidence. •Can perform a running jump with more than one component. e.g. hop skip jump (triple jump). •Beginning to record peers' performances, and evaluate these. •Demonstrates accuracy and confidence in throwing and catching activities. •Describes good athletic performance using correct vocabulary. •Can use equipment safely and with good control. •Prepare to run an individual leg. •Develop further the principles of pace. •Baton exchange within a restricted area 	<p>Aims:</p> <ul style="list-style-type: none"> •To become confident and an expert in a range of techniques and recognise their success. • To apply strength and flexibility to a broad range of throwing, running and jumping activities. • To work in collaboration and demonstrate improvement when working with self and others. • To accurately and confidently judge across a variety of activities. <p>Skills Covered:</p> <ul style="list-style-type: none"> •Have a variety of running techniques and use them with confidence. •Can perform a running jump with more than one component. e.g. hop skip jump (triple jump). •Being confident when recording peers' performances, and evaluating these. •Demonstrates accuracy and confidence in throwing and catching activities. •Describes good athletic performance using correct vocabulary. •Can use equipment safely and with good control. •Sprint start techniques. •Run up for the long jump. •Recording data for different types of throws. •Work collaboratively to judge and record.
<p>Net and wall / Tennis</p>	<p>Aims:</p> <ul style="list-style-type: none"> •To send an object with increased confidence using hand or bat. • To move towards a moving ball to return it. • To send and return a variety of balls/objects such as balloons and beach balls. • To track, intercept and stop a variety of objects such as balls and beanbags. • To select and apply skills to beat the opposition. 	<p>Aims:</p> <ul style="list-style-type: none"> •To be able to track the path of a ball over a net and move towards it. <ul style="list-style-type: none"> • To begin to hit and return a ball using hands and racquets with some consistency. • To play modified net/wall games throwing, catching and sending over a net. • To be able to make it difficult for their opponent to score a point. • To begin to choose specific tactics appropriate to the situation. •To Improve agility and coordination 	<p>Aims:</p> <ul style="list-style-type: none"> •To identify and describe some rules of net/wall games. • To serve to begin a game. • To explore forehand hitting. • To play with some understanding of modified court boundaries <p>Skills Covered:</p> <p>Badminton - Use hard and soft hits. Hit using direction. Return a shuttle. Play using forehand shots, playing to boundaries—rally with a partner. Send and return over a net. Serve using the</p>	<p>Aims:</p> <ul style="list-style-type: none"> •To explore and use different shots with both the forehand and backhand. • To demonstrate different net/wall skills. • Practise some trick shots in isolation. • Work to return the serve. • To demonstrate different court positions in gameplay. <p>Skills Covered:</p> <p>Badminton - Underarm forehand shot. Overhead/clearance shot. Introducing backhand. Practice racquet handling skills with trick shots. Explain different scoring</p>	<p>Aims:</p> <ul style="list-style-type: none"> •To use different types of serves in-game and new shots learnt in games. • To play with others to score and defend points in competitive games. <ul style="list-style-type: none"> • To move confidently around the playing area using footwork techniques. • T develop different ways of playing with others cooperatively and in competition. • To introduce Volley shots and Overhead shots. 	<p>Aims:</p> <ul style="list-style-type: none"> •To develop a broader range of shots. • To begin to select and apply more sophisticated tactics such as netplay and offensive and defensive positioning. • To play with fluency with a partner in doubles/partner scenarios. • To develop backhand shots. • To begin to use full scoring systems • To continue developing doubles play and tactics to improve. <p>Skills Covered:</p> <p>Badminton – Drop and smash shot. Drop shot and</p>

	<p>Skills Covered: Sliding and receiving a ball/beanbag. Explore different ways of sending a ball. Moving towards and returning balls. Scoring points against opposition. Attempt to hit a ball. Basic rally with slow moving objects (balloon). Feeding the ball over a net. Track balls. Develop core strength to send objects from a sitting, kneeling and standing position.</p>	<p>and use in a game.</p> <p>Skills Covered: Identify dominant and nondominant sides. Use basic serving rules in a game. Able to self-feed a ball to a partner using a racquet. Develop agility in isolated challenges. Develop the ready position to receive a ball. Play a variety of roles in a simple game. Throw into space to make it difficult for an opponent to return. Play out a point from a serve.</p>	<p>forehand.</p> <p>Tennis – Ready position. Hit to different areas of the court. Perform a forehand shot. Move towards the ball to return. Serve with some accuracy to targets.</p>	<p>scenarios. Developing singles play.</p> <p>Tennis – Correct position to return balls. Consistently send forehand to targets. Introducing the backhand. Work cooperatively to score points in simple doubles play.</p>	<p>• To Further explore Tennis service rules.</p> <p>Skills Covered: Badminton – Moving opposition around the court. Perform forehand long and short serves. Use close control. Develop reaction time. Tennis – Volley shots. Clearing from the back of the court. Different positioning for doubles games. Approach the ball and forehand and backhand. Conditioned games to encourage using different shot types.</p>	<p>recover. Use quick reactions for confident netplay. Offensive court positioning. Defensive formations for doubles. Tennis - Introduce the lob. Communication in doubles play. Two-handed backhand shot. Use full rules for modified tennis games. Use doubles tactics and court positioning effectively in competition</p>
Striking and Fielding	<p>Aims:</p> <ul style="list-style-type: none"> •To hit objects with a hand or bat. • To track and retrieve a rolling ball. • To throw and catch a variety of balls and objects. • To develop sending and receiving skills to benefit fielding as a team. • To distinguish between the roles of batters and fielders. • To introduce the concept of simple tactics <p>Skills Covered: Use a range of throwing and rolling skills. Return a ball to a base/zone. Work with others to stop players from scoring runs. Self-feed and hit a ball. Run between bases to score points.</p>	<p>Aims:</p> <ul style="list-style-type: none"> •To develop hitting skills with a variety of bats. • To practise feeding/bowling skills. • To hit and run to score points in games. • To work on a variety of ways to score runs in the other hit, catch, run games. • To attempt to work as a team to field. • To begin to play the role of wicket keeper or backstop. <p>Skills Covered: Hit with bats (some still hitting with hands). Use kicking to send a ball and score points. Use underarm bowling. Play as part of a team. Run to 'safety'. Outwit bowler and hot to space. Move inline to stop the ball.</p>	<p>Aims:</p> <ul style="list-style-type: none"> •To be able to adhere to some of the basic rules of cricket of striking and fielding games. • To develop a range of skills to use in isolation and a competitive context. • To use basic skills with more consistency, including striking a bowled ball. • To work cooperatively with others to complete fielding tasks. <p>Skills Covered: General – Bowl with some accuracy and consistency. Use the long barrier to collect a rolling ball/collect and return a moving ball.</p>	<p>Aims:</p> <ul style="list-style-type: none"> •To develop the range of striking and fielding skills they can apply in a competitive context • To choose and use a range of simple tactics in isolation and in a game context. • To consolidate existing skills and apply with consistency. • To strike to the ball with intent, use decision making and attempt direction. <p>Skills Covered: General – Directing hits to score runs. Attempt to stop a bouncing ground ball with some success.</p>	<p>Aims:</p> <ul style="list-style-type: none"> •To link together a range of skills and use them in combination. • To collaborate with a team to choose, use and adapt rules in games. • To recognise how some aspects of fitness apply to striking and fielding, e.g., power, flexibility, and cardiovascular endurance. • To develop retrieving and returning the ball. <p>Skills Covered: General – Throw for accuracy over short distances. Recognise where to play. Rounders – Body position to catch a ball to stump players out. Apply backwards hit rule, attempt to catch a backward hit. Distinguish between deep and close fielding.</p>	<p>Aims:</p> <ul style="list-style-type: none"> •To apply consistently standard rules in a variety of different styles of games. • To attempt a small range of shots in isolation and competitive scenarios. • To use a range of tactics for attacking and defending in the role of bowler, batter and fielder <p>Skills Covered: General – Demonstrate urgency when acquiring runs/rounders. Track and catch high balls. Work in pairs to field a long ball. Rounders – Play using standard rounders pitch layout. Bowling a fast ball. Play tactically to avoid overtaking teammates.</p>
Swimming				<p>Aims:</p> <ul style="list-style-type: none"> • To swim competently, confidently and proficiently over a distance of at least 25 metres. • To use a range of strokes effectively. • To perform safe self-rescue in different water-based situations. • To develop basic pool safety skills and confidence in water. • To develop travel in vertical or horizontal position and introduce floats. • To develop push and glides, any kick action on front and back with or without support aids. • To develop entry and exit, travel further, float and submerge. • To develop balance, link activities and travel further on the whole stroke. • To show breath control. Introduction to deeper water. • To be able to tread water. <p>Skills Covered: Beginners •Pulling and pushing.</p>	<p>Aims: Aims:</p> <ul style="list-style-type: none"> • To swim competently, confidently and proficiently over a distance of at least 25 metres. • To use a range of strokes effectively. • To perform safe self-rescue in different water-based situations. • To develop basic pool safety skills and confidence in water. • To develop travel in vertical or horizontal position and introduce floats. • To develop push and glides, any kick action on front and back with or without support aids. • To develop entry and exit, travel further, float and submerge. • To develop balance, link activities and travel further on the whole stroke. • To show breath control. Introduction to deeper water. • To be able to tread water. <p>Skills Covered: Beginners •Pulling and pushing.</p>	<p>Aims: Aims:</p> <ul style="list-style-type: none"> • To swim competently, confidently and proficiently over a distance of at least 25 metres. • To use a range of strokes effectively. • To perform safe self-rescue in different water-based situations. • To develop basic pool safety skills and confidence in water. • To develop travel in vertical or horizontal position and introduce floats. • To develop push and glides, any kick action on front and back with or without support aids. • To develop entry and exit, travel further, float and submerge. • To develop balance, link activities and travel further on the whole stroke. • To show breath control. Introduction to deeper water. • To be able to tread water. <p>Skills Covered: Beginners •Pulling and pushing.</p>

- Stabilising – feet upright off the ground.
- Submerging.
- Prone float.
- Supine float.
- Leg action on back.
- Push, glide, turn.
- Doggy paddle.
- The transition from glide to stroke.
- Treading water.

Intermediate

- Jump in from the side of the pool and submerge.
- Sink and roll.
- Front crawl legs.
- Surface dive.
- Linking 3 different types of floating techniques.
- Breaststroke legs.
- Somersault in water.
- Sculling face in the water.
- Kicking while submerged.

Advanced

- Relay change over.
- Mushroom float.
- Partner support.
- Crouching dive.
- Surface dive.
- Treading water.
- Tumble turn/tumble underwater.
- Combining fluent breaststroke arm and leg technique.
- Head out entry to water

Skills Covered:

Beginners

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- Prone float.
- Supine float.
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