

## PE Long Term Plan Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Activities leading to Spatial Awareness	Activities leading to Gymnastics	Sending and Receiving Throwing Correctly	Activities Leading to Parachute Games	Striking and Fielding Skills	Sports Day practise
	Write Dance	Write Dance	Write Dance	Write Dance	Responding to Sound and Music	Activities Leading to Dance
Year One	<b>Gymnastics</b> Flight- Bouncing, Jumping, Landing	<b>Dance</b> The Rainbow Fish	<b>Gymnastics</b> Points and Patches	<b>Dance</b> Handa's Surprise	<b>Athletics</b> Exploring Technique	Sports Day practise
	<b>Netball</b> Throwing and Catching- Chest and Bounce Pass	<b>Football</b> Sending and Receiving	<b>Target games</b> Underarm Throwing	<b>Balance and Agility</b> Traversing	<b>OAA</b> Following a trail	<b>Rounders</b> Hitting from a Tee/ Fielding Skills)
Year Two	<b>Dance</b> Balloons	<b>Gymnastics</b> Parts High and Parts Low	<b>Target Games</b> Underarm or Overarm?	<b>Gymnastics</b> Turning, Spinning and Twisting	<b>Dance</b> Shadows	Sports Day practise
	<b>Basketball</b> Passing and Moving	<b>Rugby</b> Dodging and Tagging	<b>Hockey</b> Dragging	<b>Tri Golf</b> The Basics	<b>Athletics</b> Jumping and Bouncing	<b>Cricket</b> Fielding Skills and the Correct Handling of the Bat
Year Three	<b>Dance</b> The Explorers	<b>Gymnastics</b> Symmetry and Asymmetry	<b>Dance</b> The Eagle and The Fish	<b>Gymnastics</b> Pathways	<b>Athletics</b> Choosing the Right Technique	Sports Day practise
	<b>Netball</b> Attack and Defence	<b>Football</b> Movement in the Game	<b>OAA</b> Codebreaking	<b>Pop Lacrosse</b> The Basics	<b>Tennis</b> Racket Control/Throwing and Catching	<b>Rounders</b> Using the Bases

<b>Year Four</b>	<b>Dance</b> Electricity		<b>Gymnastics</b> Rolling		<b>Tennis</b> Building to a Rally		<b>Hockey</b> Confident, Competent and Safe Use of a Hockey Stick		<b>Cricket</b> Overarm Bowling and Strike Placement		<b>Athletics</b> Teamwork	
	<b>Swimming</b>	<b>Basketball</b> Increased Range of Passing	<b>Swimming</b>	<b>OAA</b> Maps and Symbols	<b>Swimming</b>	<b>Rugby</b> Handling the Ball	<b>Rugby</b> Handling the Ball	<b>Swimming</b>	<b>OAA</b> Maps and Symbols	<b>Swimming</b>	<b>Basketball</b> Increased Range of Passing	<b>Swimming</b>
<b>Year Five</b>	<b>Dance</b> Punch and Wrestle		<b>Gymnastics</b> Bridges		<b>Dance</b> Volcanoes		<b>Gymnastics</b> Spinning and Turning		<b>Athletics</b> Building Speed and Stamina		<b>Sports Day practise</b>	
	<b>Netball</b> Movement off the Ball		<b>Football</b> Ball Control		<b>Pop Lacrosse</b> Passing and Moving		<b>Cricket</b> Fielding Skills		<b>Rounders</b> Developing the 'Fielding Triangle'		<b>OAA</b> Orienteering	
<b>Year Six</b>	<b>Gymnastics</b> Matching, Mirroring and Contrasting		<b>Dance</b> The World of Sport		<b>Dance</b> Theseus and the Minotaur		<b>Gymnastics</b> Counter-Balance and Counter-Tension		<b>Cricket</b> Batting in Pairs/Captaincy		<b>OAA</b> Map-reading	
	<b>Basketball</b> Confident Dribbling		<b>Sports Hall Athletics</b> Competition Preparation		<b>Rugby</b> Clever Movement		<b>Hockey</b> Ball Control		<b>Tennis</b> Passing Shots		<b>Athletics</b> Power and Efficiency	



## PE Long Term Plan: Progression of skills

	<u>Autumn 1</u>	<u>Autumn 2</u>
<b>Reception</b>	<b><u>Activities leading to Spatial Awareness</u></b> <i>We are learning to:</i> <ul style="list-style-type: none"> <li>- Show an awareness of space, of ourselves and others and to be able to return to our own spot.</li> <li>- Work cooperatively as part of a group and listen attentively.</li> <li>- Move about the area with control, co-ordination in a safe manner.</li> <li>- Use and understand words to describe position.</li> <li>- Handle objects and a variety of small equipment with increasing control.</li> <li>- Recognise repeated sounds and sound patterns and match my movements to the music.</li> <li>- Move and stop with control and coordination.</li> </ul>	<b><u>Activities leading to Gymnastics</u></b> <i>We are learning to:</i> <ul style="list-style-type: none"> <li>- Identify some parts and features of the human body.</li> <li>- Show an awareness of ourselves.</li> <li>- Develop self-confidence and self-esteem.</li> <li>- Move with control and coordination.</li> <li>- Use everyday words such as in front, behind, over and around.</li> <li>- Find out that we can stretch different parts of the body.</li> <li>- Work as part of a group or class.</li> <li>- Work independently and solve problems.</li> <li>- Recreate simple sound patterns.</li> <li>- Show an awareness of space and different parts of our bodies.</li> <li>- Use and understand language such as heavier and lighter.</li> <li>- Recognise changes that happen to our bodies when we are active.</li> </ul>
	<b><u>Write Dance</u></b> <i>We are learning to:</i> <ul style="list-style-type: none"> <li>- Perform songs, rhymes, poems and stories with others and try to move in time with the music.</li> <li>- Develop gross and fine motor co-ordination.</li> <li>- Develop wrist strength and flexibility.</li> <li>- Balance between tension and relaxation.</li> <li>- Use flowing, angular and circular movements.</li> <li>- Control speed, direction of movement and pressure.</li> </ul>	<b><u>Write Dance</u></b> <i>We are learning to:</i> <ul style="list-style-type: none"> <li>- Perform songs, rhymes, poems and stories with others and try to move in time with the music.</li> <li>- Develop gross and fine motor co-ordination.</li> <li>- Develop wrist strength and flexibility.</li> <li>- Balance between tension and relaxation.</li> <li>- Use flowing, angular and circular movements.</li> <li>- Control speed, direction of movement and pressure.</li> </ul>
	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>
	<b><u>Games</u></b> <b><u>Sending and Receiving</u></b> <b><u>Throwing Correctly</u></b> <i>We are learning to:</i> <ul style="list-style-type: none"> <li>- Handle objects and equipment safely and with increasing control.</li> <li>- Interact with a partner and negotiate passing a beanbag.</li> <li>- Investigate and explore balls of different sizes and textures.</li> <li>- Send a ball accurately following a straight path: rolling a ball at a given target</li> <li>- Send a ball accurately following a straight path: throwing a ball or beanbag at a given target</li> <li>- Bounce a ball with two hands and then catch/ collect the ball with two hands.</li> </ul>	<b><u>Activities leading to Parachute Games</u></b> <i>We are learning to:</i> <ul style="list-style-type: none"> <li>- Move on our feet in a variety of ways.</li> <li>- Work co-operatively as part of a group.</li> <li>- Move with control and co-ordination.</li> <li>- Handle the parachute safely with increasing control.</li> <li>- Use a range of small and large equipment.</li> <li>- Show an awareness of space, of ourselves and of others in space and under the parachute.</li> <li>- Travel in different ways under the parachute.</li> </ul>

	<p style="text-align: center;"><b><u>Write Dance</u></b></p> <p><i>We are learning to:</i></p> <ul style="list-style-type: none"> <li>- Perform songs, rhymes, poems and stories with others and try to move in time with the music.</li> <li>- Develop gross and fine motor co-ordination.</li> <li>- Develop wrist strength and flexibility.</li> <li>- Balance between tension and relaxation.</li> <li>- Use flowing, angular and circular movements.</li> <li>- Control speed, direction of movement and pressure.</li> </ul>	<p style="text-align: center;"><b><u>Write Dance</u></b></p> <p><i>We are learning to:</i></p> <ul style="list-style-type: none"> <li>- Perform songs, rhymes, poems and stories with others and try to move in time with the music.</li> <li>- Develop gross and fine motor co-ordination.</li> <li>- Develop wrist strength and flexibility.</li> <li>- Balance between tension and relaxation.</li> <li>- Use flowing, angular and circular movements.</li> <li>- Control speed, direction of movement and pressure.</li> </ul>
	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
	<p style="text-align: center;"><b><u>Games</u></b></p> <p style="text-align: center;"><b>Striking and Fielding Skills</b></p> <p><i>We are learning to:</i></p> <ul style="list-style-type: none"> <li>- Throw and catch objects safely with increasing control.</li> <li>- Bounce and catch a large ball independently</li> <li>- Bounce and catch a large ball with a partner</li> <li>- Throw and catch a large ball independently</li> <li>- Throw and catch a large ball with a partner</li> <li>- Throw and bounce a large ball into a target net/ hoop from increasing distances</li> <li>- Throw a bean bag into a hoop (larger/ smaller hoops) from increasing distances</li> <li>- Explore underarm and overarm throws</li> <li>- Handle bats and ball with increasing control.</li> </ul>	<p style="text-align: center;"><b><u>Sports Day Practice</u></b></p> <p><b>Preparation, practising and grouping for the day's events</b></p> <p>Children to practise their running, throwing and jumping skills from their athletics lessons (plus additional skills appropriate to their key stage).</p> <p>Staff to spend this time to inform the grouping of the children for their events (differentiation of ability is key to the fairness and enjoyment of the day itself).</p>
	<p style="text-align: center;"><b><u>Responding to Sound and Music</u></b></p> <p><i>We are learning to:</i></p> <ul style="list-style-type: none"> <li>- Move with control and co-ordination on different parts of the body.</li> <li>- Working co-operatively within a group.</li> <li>- Recognise repeated sounds and match movements to sounds.</li> <li>- Travel about on feet in different ways showing control and co-ordination.</li> <li>- Use our imagination when moving to music.</li> <li>- Recognise how sounds can be changed.</li> <li>- Listen with enjoyment and respond to rhymes, songs and music.</li> </ul>	<p style="text-align: center;"><b><u>Activities Leading to Dance</u></b></p> <p><i>We are learning to:</i></p> <ul style="list-style-type: none"> <li>- Sing simple songs from memory.</li> <li>- Respond in a variety of ways to what we hear.</li> <li>- Recognise repeated sounds and sound patterns and match movement to music.</li> <li>- Travel on feet in a variety of ways.</li> <li>- Stop with control.</li> <li>- Listen with enjoyment and respond to songs and stories.</li> <li>- Show an awareness of space.</li> <li>- Move to contrasting rhythms.</li> <li>- Show a range of feelings and emotions when appropriate.</li> </ul>

# PE Long Term Plan: Progression of skills



	<u>Autumn 1</u>	<u>Autumn 2</u>
<b>Year 1</b>	<p align="center"><b><u>Gymnastics</u></b></p> <p align="center"><b>Flight- Bouncing, Jumping, Landing</b></p> <p><i>As gymnasts, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Bounce, hop, spring and jump using a variety of take-offs and landings.</li> <li>- Travel in different directions whilst hopping, skipping, bouncing and jumping.</li> <li>- Observe, recognise and copy different body shapes (jumping two feet to two feet showing different shapes in the air).</li> <li>- Link two or more actions with control and be able to repeat them (linking two jumps with a low level movement).</li> <li>- Describe what we can see using appropriate vocabulary.</li> <li>- Adapt and transfer ideas, actions and linked movements to simple low level apparatus.</li> </ul>	<p align="center"><b><u>Dance</u></b></p> <p align="center"><b>The Rainbow Fish</b></p> <p><i>As dancers, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Perform basic actions with increasing control and show understanding of mood and feeling.</li> <li>- Choose appropriate dance actions and phrases to convey the meaning of the story.</li> <li>- Change and vary directions and speeds.</li> <li>- Work cooperatively with a partner and later with others in a group to create a dance.</li> <li>- Watch each other's dances and suggest ways in which it can be improved (describe movements, dynamics and relationships).</li> <li>- Rehearse a dance to perform it with quality and style.</li> </ul>
	<p align="center"><b><u>Netball</u></b></p> <p align="center"><b>Throwing and Catching- Chest Pass and Bounce Pass</b></p> <p><i>As netball players, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Receive the ball safely and with confidence by making a 'target'.</li> <li>- Send a ball to a partner using an underarm pass.</li> <li>- Develop a basic chest pass, increasing in distance.</li> <li>- Play small, skills-based games, practising sending and receiving the ball (Piggy in the Middle, for example).</li> <li>- Track and lose opposition players by trying to find space or 'mark' players (Follow the Leader, use of directional language such as forwards, backwards, sideways and diagonally).</li> <li>- Apply skills taught in small passing and receiving games in groups of 3 or 4.</li> </ul>	<p align="center"><b><u>Football</u></b></p> <p align="center"><b>Sending and Receiving</b></p> <p><i>As footballers, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Develop our shooting skills by practising kicking a stationary ball with our feet in correct alignment.</li> <li>- Increase the accuracy of our shooting by picking our spot, keeping our head down and aiming for increasingly smaller targets.</li> <li>- Develop our timing when striking by practising making contact with a rolling ball.</li> <li>- Keep the ball close to us when dribbling.</li> <li>- Use both feet when dribbling by practising using our 'weaker' foot and by alternating feet.</li> <li>- Stop the ball 'softly' with our feet when the ball is rolled towards us.</li> <li>- Pass the ball accurately in a straight line by using our instep and passing through a small gap.</li> <li>- Pass the ball sideways to a partner using our instep or the outside of our foot.</li> <li>- Consider the weight of a pass by practising striking the ball harder and softer.</li> <li>- Develop our defending skills by cutting off a pass between two players.</li> <li>- Outrun a defender by racing to be the first to the ball.</li> <li>- Practise tackling a player by watching their feet carefully and waiting for the ball to be 'out of their control'.</li> </ul>

		<ul style="list-style-type: none"> <li>- Apply the skills learnt in short games with 3-a-side teams.</li> <li>- Or short, 2 vs 2 games with just one goal.</li> </ul>
	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>
	<p style="text-align: center;"><b><u>Gymnastics</u></b> <b>Points and Patches</b></p> <p><i>As gymnasts, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Travel confidently and competently on different parts of the body including the hands.</li> <li>- To hold still balance positions on large or small body parts</li> <li>- Link two balances together smoothly.</li> <li>- Select two balances and link them together showing control and change of speed.</li> <li>- Create a simple balanced position for a partner to slide under of step over.</li> <li>- Adapt floor work safely onto apparatus.</li> </ul>	<p style="text-align: center;"><b><u>Dance</u></b> <b>Handa's Surprise</b></p> <p><i>As dancers, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Explore actions in response to the stimuli.</li> <li>- Use a variety of actions to create a dance (turning, jumping, gesture, shape, stillness and travelling in different ways).</li> <li>- Select movements from those that have been practised to create a dance and understand the structure of the dance.</li> <li>- Change and vary directions and speeds.</li> <li>- Talk about the dance and why they liked it, using appropriate vocabulary.</li> </ul>
	<p style="text-align: center;"><b><u>Target Games</u></b> <b>Underarm Throwing</b></p> <p><i>As athletes, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Throw accurately through a horizontal target (a hula hoop) by using an underarm action to help it drop through.</li> <li>- Switch to an overarm throw when throwing through a vertical target.</li> <li>- Develop our understanding that underarm throwing should always be used for horizontal targets.</li> <li>- Practice underarm target throwing by playing games such as Hoopla.</li> <li>- Use our underarm throwing action to roll the ball at our targets in games such as Skittles.</li> <li>- Change the strength of our underarm throwing by throwing long and short.</li> <li>- Use these range skills in games such as Boules and Curling.</li> </ul>	<p style="text-align: center;"><b><u>Balance and Agility</u></b> <b>Traversing</b></p> <p><i>As athletes, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Run around the cone, changing speed, slowing down and speeding up.</li> <li>- Leap over the hurdle, taking off from one foot and landing on the other foot.</li> <li>- Hop along the path, standing on the balls of the foot, bending the knee, pushing upwards and forwards and landing on the same foot.</li> <li>- Play cross the river, using two footed jumps, bending the knees, straightening the legs and pushing through both feet. Landing on both feet and bending the knees.</li> <li>- Balance and weave, balancing a beanbag on a body part and weaving in and out of the cones.</li> <li>- Walk the tight rope, balancing the beanbag on a body part and walking along the line.</li> <li>- Use hopscotch footwork, using a two footed jump and a hop to get from one end of the grid to the other.</li> <li>- Travel across the agility ladders, using small steps, work on the balls of the feet and using quick steps to run over the ladders.</li> </ul>
	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
	<p style="text-align: center;"><b><u>Athletics</u></b> <b>Exploring Technique</b></p> <p><i>As athletes, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Remember and repeat a series of running, throwing and jumping activities with growing control (changing speed, underarm throwing,</li> </ul>	<p style="text-align: center;"><b><u>Sports Day Practice</u></b> <b>Preparation, practising and grouping for the day's events</b></p> <p>Children to practise their running, throwing and jumping skills from their athletics lessons (plus additional skills appropriate to their key stage).</p>

	<p>simple take-offs and landings, travelling on different pathways and push throw).</p> <ul style="list-style-type: none"> <li>- Familiarise ourselves with equipment and use it appropriately.</li> <li>- Recognise how our bodies feel in different activities.</li> <li>- Watch, copy, and describe what others have done.</li> </ul>	<p>Staff to spend this time to inform the grouping of the children for their events (differentiation of ability is key to the fairness and enjoyment of the day itself).</p>
	<p style="text-align: center;"><b><u>OAA</u></b> <b>Following a Trail</b></p> <p><i>We are learning to:</i></p> <ul style="list-style-type: none"> <li>- Develop basic skills for problem solving and orienteering.</li> <li>- Follow simple trails in familiar environments (relate symbols to the environment, follow simple compass directions, set a simple map of a small area).</li> <li>- Be able to say if a performance was effective.</li> <li>- Know why activity is good for their health.</li> </ul>	<p style="text-align: center;"><b><u>Rounders</u></b> <b>Hitting from a Tee/ Fielding Skills</b></p> <p><i>As rounders players, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Develop our throwing and catching skills by recapping skills from the Reception Progression of Skills document.</li> <li>- Catch a ball cleanly by using the 'fingers down' technique for a bounced ball</li> <li>- Catch a ball cleanly by using the 'fingers up' technique for balls thrown above waist height.</li> <li>- Practise striking a stationary ball using a tennis racket and a tennis ball positioned on a tee.</li> <li>- Strike a ball firmly by using plenty of backswing and watching the racket meet the ball.</li> <li>- Strike a ball towards a chosen direction by laying out scoring zones to aim for.</li> <li>- Use the fielding skills worked on earlier to either block or catch the struck balls (trying to reduce the scoring).</li> <li>- Use the traditional rounders posts to score by hitting into the spaces left by fielders.</li> <li>- Begin to understand the roles of batter and fielder.</li> </ul>

# PE Long Term Plan: Progression of skills



	<u>Autumn 1</u>	<u>Autumn 2</u>
<b>Year 2</b>	<b>Dance Balloons</b>	<b>Gymnastics Parts High and Parts Low</b>
	<p><i>As dancers, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Work alone and in pairs, to create movement ideas in response to the stimuli (look, touch, feel and listen).</li> <li>- Create a dance using a range of basic actions understanding mood and feeling.</li> <li>- Select movements to create a dance and understand the structure of the dance.</li> <li>- Work co-operatively with a partner to create short dance phrases.</li> <li>- Talk about the dance and why we like it, describing movement qualities and using appropriate vocabulary.</li> </ul>	<p><i>As gymnasts, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Travel and balance confidently showing different parts of the body high or low.</li> <li>- Demonstrate balancing with the body being close to or far away from the floor and apparatus and show contrasts in shape and speed.</li> <li>- Take weight on hands to lift feet high</li> <li>- Link three movements together smoothly in a planned sequence.</li> <li>- Travel underneath a partner who has made a bridge shape.</li> <li>- Adapt and transfer work safely from the floor to the apparatus.</li> </ul>
	<b>Basketball Passing and Moving</b>	<b>Rugby Dodging and Tagging</b>
	<p><i>As basketballers, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Develop a high-quality chest pass with elbows out and hands behind the ball</li> <li>- Make a target to receive the ball and practise receiving the ball on the move (with the ball being passed sideways and into the space in front).</li> <li>- Pass quickly between each other and not hold on to the ball for more than 3 seconds.</li> <li>- Bounce and catch the ball with two hands.</li> <li>- Bounce the ball with one hand, pushing down with fingers.</li> <li>- Bounce the ball with one hand with increasing speed.</li> <li>- Bounce the ball with one hand, increasing the number of bounces in a row (let the ball reach its apex before pushing down).</li> <li>- Dribble the ball whilst moving and changing pace as they travel.</li> <li>- Shoot the ball into a net, using two hands, leaning back or bending knees to increase height.</li> <li>- Apply the skills taught in a basic game of 'Hoopball', taking away the high basket and replacing it with a teammate.</li> </ul>	<p><i>As rugby players, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Move quickly into space to avoid other players.</li> <li>- Dodge past other players by swerving, increasing speed, jumping, spinning, selling a dummy, etc.</li> <li>- Tag other players through a range of traditional tag games.</li> <li>- Practise taking a players tag by pulling down hard to detach the Velcro.</li> <li>- Play the traditional tag games with the tag rugby tags.</li> <li>- Throw a playground ball underarm with two hands to a partner.</li> <li>- Swing my arms from one side of my body to the other when passing the ball.</li> <li>- Make a 'W' with my hands when receiving the ball.</li> <li>- Apply the skills taught in small games where if you're tagging whilst holding the ball, you are out. Essentially, Hot Potato but with defenders instead of music. Switch to a rugby ball towards the end of the unit.</li> </ul>



	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>
	<p style="text-align: center;"><b><u>Target Games</u></b> <b>Underarm or Overarm?</b></p> <p><i>As athletes, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Develop our throwing and catching skills by recapping skills from the Year One Progression of Skills document.</li> <li>- Investigate which technique (underarm or overarm) would be better when knocking over targets. The coconut shy? Beanbags in a hoop? Which would you use?</li> <li>- Play quick skills games using an overarm technique for hitting targets (even dodgeball, benchball, etc would be good for this).</li> <li>- Use underarm throwing or rolling techniques when landing on a target or getting close to a target.</li> <li>- Play quick skills games using the curling target, cones or posts to see who is the closest when rolling, throwing, hitting or kicking a ball.</li> <li>- Apply these skills to games where the 'closest to...' wins. Boccia would build on last year's work playing boules.</li> <li>- Practise croquet skills by setting out a course and trying to complete it in the shortest amount of shots possible.</li> <li>- Play croquet by understanding that the aim through the hoop is only the first part. Having it stop in the right place for the next shot is equally important.</li> </ul>	<p style="text-align: center;"><b><u>Gymnastics</u></b> <b>Turning, Spinning and Twisting</b></p> <p><i>As gymnasts, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Turn, spin and twist on different body parts, showing control and coordination.</li> <li>- Perform turning jumps- quarter turn, half turn, three-quarter turn and possibly full turn.</li> <li>- Roll on the floor in different ways and in different directions.</li> <li>- Find different body parts upon which to spin.</li> <li>- Turn in the air, on the floor and on apparatus.</li> <li>- Create a twist, understanding that one part of the body is fixed as the other part moves.</li> <li>- Use a twist to link together three movement contrasting in speed and level.</li> <li>- Adapt work safely from floor to the apparatus</li> </ul>
	<p style="text-align: center;"><b><u>Hockey</u></b> <b>Dragging</b></p> <p><i>As hockey players, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Hold a hockey stick correctly with the correct hands (plastic hockey sticks).</li> <li>- Push a beanbag around the hall, using the bottom hand to steer and the top hand for stability.</li> <li>- Drag a small ball with the hockey stick, scraping the ground.</li> <li>- Move from a straight-line drag to an s-shaped drag.</li> <li>- Drag the ball around a slalom course using the correct side of the hockey stick at all times.</li> <li>- Stop a ball using the length of the hockey stick, laying it down flat.</li> <li>- Stop a ball by trapping it between the foot of the hockey stick and the floor.</li> <li>- Pass the ball to each other by dragging the ball in a straight line along the floor.</li> <li>- Pass accurately in a straight line through obstacles.</li> <li>- Gradually increase the distance of our pass.</li> <li>- Pass at the end of a dribble.</li> <li>- Pass sideways whilst moving forward with the ball.</li> </ul>	<p style="text-align: center;"><b><u>Tri Golf</u></b> <b>The Basics</b></p> <p><i>As golfers, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Control the direction of the ball using both a putter and a chipper.</li> <li>- Understand where to stand safely when playing Tri-Golf Games.</li> <li>- Control the distance of the ball using putter and chipper.</li> <li>- Cooperate with our team mates / other players.</li> <li>- Control the distance of the ball in the air using a chipper.</li> <li>- Identify how we can show respect for our peers.</li> <li>- Control the distance and height of the ball using a chipper.</li> <li>- Identify the importance of persevering on a task.</li> <li>- Work together as a team, measuring out and building games.</li> </ul>

	<ul style="list-style-type: none"> <li>- Shoot by drag-passing the ball into the goal.</li> <li>- Stop a shot by using hands and feet.</li> </ul> <p>Apply the skills taught in small games using just one goal (4 x 4 max).</p>	
	<b>Summer 1</b>	<b>Summer 2</b>
	<p style="text-align: center;"><b>Dance Shadows</b></p> <p><i>As dancers, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Work alone and in pairs, to create movement ideas in response to the stimuli and show understanding of mood and feeling.</li> <li>- Travel, turn, jump, gesture, show shape and stillness to create a dance.</li> <li>- Be able to select movements to create a dance and understand its structure.</li> <li>- Be able to work co-operatively with a partner to create a dance.</li> <li>- Demonstrate the ability to follow my leader, match and mirror movements and show action and reaction.</li> <li>- Use a range of words to describe the movements we have learnt.</li> </ul>	<p style="text-align: center;"><b>Sports Day Practice</b></p> <p><b>Preparation, practising and grouping for the day's events</b></p> <p>Children to practise their running, throwing and jumping skills from their athletics lessons (plus additional skills appropriate to their key stage).</p> <p>Staff to spend this time to inform the grouping of the children for their events (differentiation of ability is key to the fairness and enjoyment of the day itself).</p>
	<p style="text-align: center;"><b>Athletics</b></p> <p style="text-align: center;"><b>Jumping and Bouncing</b></p> <p><i>As athletes, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Use our bodies and a variety of equipment to with greater control and coordination (push throw, short distance running technique, underarm throwing, paced running, jumping with different take offs and landings and push throw with a bounce).</li> <li>- Work cooperatively with a partner, counting, timing and problem solving.</li> <li>- Choose skills developed to meet different challenges.</li> <li>- Describe what our bodies feel like during different activities (breathing and temperature).</li> <li>- Watch and describe what others have done.</li> </ul>	<p style="text-align: center;"><b>Cricket</b></p> <p style="text-align: center;"><b>Fielding Skills and the Correct Handling of the Bat</b></p> <p><i>As cricketers, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Develop our throwing and catching skills by recapping skills from the Year One Progression of Skills document.</li> <li>- Throw a small ball up to catch independently, underarm throw, fingers up to catch.</li> <li>- Throw a small ball high for partner to catch, underarm throw, fingers up to catch.</li> <li>- Throw a small ball a large distance to partner.</li> <li>- Throw and return a small ball to partner, increasing the distance.</li> <li>- Practise protecting the boundary by rolling a small ball to partner along floor (in pairs, underarm roll, hands to scoop up ball).</li> <li>- Roll a small ball to partner along floor, using sideways crab movement to get behind the line of the ball to scoop up ball.</li> <li>- To bat a small ball with a cricket bat when bowled overarm.</li> <li>- To catch a ball and throw a ball back to the bowler.</li> <li>- Look for, and begin to use, spaces to hit the ball in different directions.</li> <li>- Apply the skills in a small team game of non-stop cricket, using a tee at first then a teacher to bowl.</li> </ul>

# PE Long Term Plan: Progression of skills



	<u>Autumn 1</u>	<u>Autumn 2</u>
<b>Year 3</b>	<b>Dance</b> <b>The Explorers</b>	<b>Gymnastics</b> <b>Symmetry and Asymmetry</b>
	<p><i>As dancers, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Perform basic dance actions with greater control and fluency.</li> <li>- Display clarity of body shape extension, balance and footwork.</li> <li>- Perform with a sense of phrasing, rhythmically and musically.</li> <li>- Select and apply appropriate movements for the dance idea.</li> <li>- Evaluate their own and others performance.</li> <li>- Observe others and describe and interpret what we seeing appropriate language.</li> </ul>	<p><i>As gymnasts we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Understand and identify symmetry and asymmetry.</li> <li>- To balance showing symmetrical and asymmetrical shapes (taking weight on different combinations of body parts).</li> <li>- Travel, jump, roll or spin showing symmetrical and asymmetrical shapes.</li> <li>- Balancing and travelling with legs apart or together.</li> <li>- Work on different levels – high/medium/low.</li> <li>- Analyse and say what we like about a sequence (plan, perform and evaluate sequences with a partner).</li> <li>- Adapt and transfer learned skills onto appropriate apparatus.</li> </ul>
	<b>Netball</b> <b>Attack and Defence</b>	<b>Football</b> <b>Movement in the Game</b>
	<p><i>As netball players, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Develop our netball skills by recapping skills from the Year One Progression of Skills document.</li> <li>- Chest pass the ball with the correct stance and handling of the ball.</li> <li>- Bounce pass the ball so that it bounces directly in front of the other player.</li> <li>- Send a chest pass to a moving player.</li> <li>- Send and receive a ball using spaces on the netball court.</li> <li>- Mark a pleyer, dodge and intercept the ball.</li> <li>- Shoot with increasing accuracy using a two-handed push.</li> <li>- Not move with the ball and use accurate footwork and pivoting.</li> <li>- Apply the skills in small-sided games with increasing understanding of the footwork rule.</li> </ul>	<p><i>As footballers, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Develop our football skills by recapping skills from the Year One Progression of Skills document.</li> <li>- Kick the ball correctly when shooting</li> <li>- Increase accuracy to score with side-net shooting.</li> <li>- Increase accuracy to score with side-foot shooting.</li> <li>- Increase accuracy with distance shooting.</li> <li>- Play with my back to goal and turn to shoot (importance placed on the first touch).</li> <li>- Lay the ball off with my back to goal.</li> <li>- Dribble the ball using both feet.</li> <li>- Cushion the ball.</li> <li>- Pass at speed.</li> <li>- Pass into space.</li> <li>- Increase tackling skills: cutting out the ball and tackling from the side.</li> <li>- Apply the skills in small 5-a-side games.</li> </ul>
	<u>Spring 1</u>	<u>Spring 2</u>
	<b>Dance</b> <b>The Eagle and the Fish</b>	<b>Gymnastics</b> <b>Pathways</b>
	<p><i>As dancers, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Use a story as a stimulus for dance.</li> <li>- Interpret images into appropriate movement.</li> </ul>	<p><i>As gymnasts we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Understand, identify and use flexible and direct pathways.</li> </ul>

	<ul style="list-style-type: none"> <li>- Create simple motifs which can be remembered and repeated.</li> <li>- Create and structure a whole simple dance.</li> <li>- Work in pairs using complementary movement.</li> </ul>	<ul style="list-style-type: none"> <li>- Travel along pathways using appropriate movements (explosive and smooth-moving)</li> <li>- Identify and demonstrate acceleration/deceleration within one movement and within a series of movements.</li> <li>- Distinguish between high, medium and low movements</li> <li>- Construct sequences which use planned variations in speed, level, and pathways.</li> <li>- Construct a sequence with a partner.</li> <li>- Adapt and transfer skills onto appropriate apparatus.</li> </ul>
	<p style="text-align: center;"><b><u>OAA</u></b> <b>Codebreaking</b></p> <p><i>We are learning to:</i></p> <ul style="list-style-type: none"> <li>- Acquire and develop a range of orientation and problem solving skills.</li> <li>- Use the skills to orientate themselves and to travel around a simple course (relate map symbols to terrain features, follow 4 compass directions and arrive at the correct destination).</li> <li>- Follow appropriate trails to meet challenges in familiar environments.</li> <li>- Collaborate with others to select and use simple strategies and appropriate equipment to meet a range of outdoor activity challenges.</li> <li>- Recognise and describe the effectiveness of their performance and evaluate their solutions.</li> <li>- Explain why physical activity is good for their health.</li> </ul>	<p style="text-align: center;"><b><u>Pop Lacrosse</u></b> <b>The Basics</b></p> <p><i>As lacrosse players, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Scoop the ball into the pocket with a jabbing, or digging, motion.</li> <li>- Scoop a rolling ball</li> <li>- Run safely with the lacrosse stick.</li> <li>- Switch handgrip from the scoop position to a more vertical position.</li> <li>- Pass the ball by tipping it into a teammates pocket.</li> <li>- Send the ball to a teammate by lowering the stick and rolling it to them across the ground so that it can be scooped.</li> <li>- Throw the ball down hard from the vertical position.</li> <li>- Use the 'throw down' technique to shoot towards a goal.</li> <li>- Apply the skills taught in short 5-a-side games using the large nets on the junior playground. No-one allowed in the area to shoot or defend.</li> </ul>
	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
	<p style="text-align: center;"><b><u>Athletics</u></b> <b>Choosing the Right Technique</b></p> <p><i>As athletes, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Link, remember and repeat combinations of actions with more consistency and control (sprinting style, throwing for accuracy, sprinting and changing pace, jumping –take offs and landings, relays and simple shuttle take over and throwing for distance).</li> <li>- Work collaboratively with a partner to count, measure, time and give peer assessment.</li> <li>- Understand what equipment is needed to for different challenges and be able to choose appropriately.</li> <li>- Describe how our bodies feel when doing different exercises (heart rate, breathing and temperature).</li> <li>- Understand and describe what other are doing.</li> </ul>	<p style="text-align: center;"><b><u>Sports Day Practice</u></b> <b>Preparation, practising and grouping for the day's events</b></p> <p>Children to practise their running, throwing and jumping skills from their athletics lessons (plus additional skills appropriate to their key stage).</p> <p>Staff to spend this time to inform the grouping of the children for their events (differentiation of ability is key to the fairness and enjoyment of the day itself).</p>
	<p style="text-align: center;"><b><u>Tennis</u></b> <b>Racket Control/Throwing and Catching</b></p> <p><i>As tennis players, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Develop our throwing and catching skills by recapping skills from the Year Two Progression of Skills document.</li> </ul>	<p style="text-align: center;"><b><u>Rounders</u></b> <b>Using the Bases</b></p> <p><i>As rounders players, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Develop our underarm throwing so that it is at the correct height.</li> <li>- Adopt a sideways stance and set myself before striking the ball.</li> </ul>

	<ul style="list-style-type: none"><li>- Throw a tennis ball high for a partner to catch.</li><li>- Throw a tennis ball high for a partner to double catch, patting up and dropping hands to catch it at the second attempt.</li><li>- Throw a tennis ball high for partner to jump up and catch.</li><li>- Throw a tennis ball high for two partners to jump up and catch.</li><li>- Investigate different overarm and overarm throws.</li><li>- Hit the tennis ball using the tennis racket, allowing one bounce.</li><li>- Throw accurately to the 'batter' using a straight-arm over-head throw.</li><li>- Strike with 'soft hands' a ball thrown underarm so that it can be caught.</li><li>- Apply the skills taught with two players sharing a net, attempting a rally.</li></ul>	<ul style="list-style-type: none"><li>- Learn about the different positions in a rounders game and the decisions that need to be made (bowler, backstop, bases, etc).</li><li>- Apply the rules of a game of rounders.</li><li>- Understand the speed in which the ball can be thrown compared to a player running (avoiding running after people with the ball in hand).</li><li>- Apply the skills taught in basic rounders game (see Progression of Skills document for Year 3 rules).</li></ul>
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# PE Long Term Plan: Progression of skills



	<u>Autumn 1</u>	<u>Autumn 2</u>
<b>Year 4 Class 9</b>	<p><b><u>Dance</u></b> <b><i>Electricity</i></b></p> <p><i>As dancers, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Work in small groups to develop movement.</li> <li>- Compose using a range of devices.</li> <li>- Perform the actions of jumping with greater control.</li> <li>- Display clarity of body shape.</li> <li>- Link sections together using appropriate transitional movement.</li> <li>- Interpret and comment upon the work of others.</li> <li>- Demonstrate descriptive language when talking about dance.</li> </ul>	<p><b><u>Gymnastics</u></b> <b>Rolling</b></p> <p><i>As gymnasts we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Rotate and roll on different body parts.</li> <li>- Rotate and roll in different directions showing different shapes, sizes and speeds.</li> <li>- Link jumping and rolling and match different types of jumps with different types of rolls.</li> <li>- Create a sequence where different rolls are linked to by travelling, jumping or balancing movements.</li> <li>- Work with a partner to create a matching sequence.</li> <li>- Adapt and transfer skills onto appropriate apparatus.</li> <li>- Observe the work of others and make judgements against given criteria.</li> </ul>
	<p><b><u>Swimming</u></b> <b>Progressing Towards the National Curriculum Award</b></p> <p><i>As swimmers, we are learning to:</i></p> <p><b>Green Award:</b></p> <ul style="list-style-type: none"> <li>- Enter the water safely</li> <li>- Blow bubbles rhythmically a minimum of 3 times</li> <li>- Push and glide on the front and on the back</li> <li>- Travel 5 metres on the front and on the back</li> <li>- Perform a rotation from the front to the back</li> <li>- Perform a rotation from the back to the front</li> </ul> <p><b>Blue Award:</b></p> <ul style="list-style-type: none"> <li>- Jump in from the poolside safely (depth permitting)</li> <li>- Kick 5 meters using an alternating leg action with a float on the front and on the back.</li> <li>- Push and glide on the front with arms extended</li> <li>- Push and glide on the back.</li> <li>- Using arms and legs, travel 5 metres on the front and on the back.</li> <li>- Move into a stretch floating position and hold for 5 seconds</li> </ul> <p><b>Yellow Award:</b></p> <ul style="list-style-type: none"> <li>- Jump in from the poolside and submerge.</li> <li>- Push and glide on the front with arms extended (face in).</li> <li>- Push and glide on the back with arms extended.</li> <li>- Travel 10 metres on the front, using arms and legs.</li> <li>- Travel 10 metres on the back.</li> <li>- Fully submerge for 5 seconds</li> <li>- Hold a tuck floating position for 5 seconds</li> </ul>	<p><b><u>Swimming</u></b> <b>Continued...</b></p>

	<p><b>National Curriculum Award:</b></p> <ul style="list-style-type: none"> <li>- Perform a jump into deep water using different shapes</li> <li>- Tread water, using hands and feet for a minimum of 15 seconds in deep water.</li> <li>- Scull head first on the back for 5 metres</li> <li>- Swim 10 metres front crawl, breaststroke, backstroke (two out of three must be chosen).</li> <li>- Swim 25 metres of a recognised stroke in a confident and controlled manner.</li> <li>- Submerge to pick up an object from the bottom of the pool.</li> </ul>	
	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>
	<p style="text-align: center;"><b><u>Tennis</u></b> <b>Building to a Rally</b></p> <p><i>As tennis players, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Develop our throwing and catching skills by recapping skills from the Year Three Progression of Skills document.</li> <li>- Recap basic work on simple forehand striking of the ball.</li> <li>- hit the tennis ball using the tennis racket, allowing one bounce over the net (frying pan grip, leading to a sideways stance)</li> <li>- Practise basic backhand striking with a simple 'trampoline block'.</li> <li>- develop overarm serving when playing tennis (lollipop grip, leading to overhead).</li> <li>- develop my skills to keep a rally going after the tennis ball has been served</li> <li>- learn and use the technical vocabulary of a game of tennis accurately</li> <li>- Apply the skills taught in a basic game, using the official scoring system.</li> </ul>	<p style="text-align: center;"><b><u>Hockey</u></b> <b>Confident, Competent and Safe Use of a Hockey Stick</b></p> <p><i>As hockey players, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Develop our hockey skills by recapping from the Year Two Progression of Skills document but with the wooden hockey sticks.</li> <li>- Move without the ball, holding the hockey stick correctly as I run.</li> <li>- Crouch when I have the ball, dragging it when I dribble.</li> <li>- Dribble at pace whilst still keeping the ball trapped by my hockey stick.</li> <li>- Turn effectively whilst also noticing that a clockwise turn is much harder to do.</li> <li>- Cushion a pass with a hockey stick.</li> <li>- Stop a bouncing ball by using more of the hockey stick shaft.</li> <li>- Intercept a ball mid-pass.</li> <li>- Pass into the space in front of a team mate.</li> <li>- Pass a moving ball.</li> <li>- Pass whilst on the move, trying not to break stride.</li> <li>- Shoot accurately towards a small target.</li> <li>- Shoot across goal towards the opposite corner.</li> <li>- Dribble before shooting.</li> <li>- Save a shot by goalkeeping with a hockey stick as an extension of my arm.</li> <li>- Apply the skills taught by playing small-sided games on the small football pitches (5 x 5 max).</li> </ul>
	<b><u>Swimming</u></b> <b>Continued...</b>	<p style="text-align: center;"><b><u>Rugby</u></b> <b>Handling the Ball</b></p> <p><i>As rugby players, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Develop our rugby skills by recapping skills from the Year Two Progression of Skills document.</li> <li>- Play tag games within a limited area so that we understand that running 'into touch' should be avoided.</li> </ul>



		<ul style="list-style-type: none"> <li>- Play tag games where the aim is to 'tag out' the whole team as quickly as possible by thinking tactically (Man-marking? Ganging up? Blocking?, etc).</li> <li>- Play tag games where the aim is to get from one side to the other 'untagged'.</li> <li>- Develop passing skills by ensuring the ball swings from 'pocket to pocket' across the body.</li> <li>- See how the ball travels better aerodynamically if it travels point first.</li> <li>- Pass around a circle with our backs facing the centre to encourage backward passing.</li> <li>- Run with the ball correctly, tucked tightly into the crook of our arm.</li> <li>- Pass the ball down a diagonal line of players. Last player to run for the corner.</li> <li>- Understand the basic rules of tag rugby. How it starts. How to score. How many tackles/attempts. Running into touch. Forward passing or fumbles resulting in the ball being turned over, etc.</li> <li>- Apply the skills taught by playing short games using the full yard. Stressing the need to keep moving FORWARD and to 'take the tackle'.</li> </ul>
<b><u>Summer 1</u></b>		<b><u>Summer 2</u></b>
<b><u>Cricket</u></b>		<b><u>Athletics</u></b>
<p style="text-align: center;"><b>Overarm Bowling and Strike Placement</b></p> <p><i>As cricketers, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Develop our throwing and catching skills by recapping skills from the previous tennis unit.</li> <li>- Practise gripping the tennis ball in a 'bunny ears' grip and throwing to partner.</li> <li>- Use the 'bunny ears' grip to make a high arm throw to partner, bouncing exactly once just in front of them (high arm throw with locked elbow, fingers down to catch)</li> <li>- Practise using my arm positioning to make my throw more accurate and powerful</li> <li>- Adopt a sideways stance and throw overarm</li> <li>- Develop a stronger throwing technique following the skills taught</li> <li>- Learn and use the technical vocabulary of a game of cricket accurately</li> <li>- Understand and use terms: edge and sweet spot, leg side and off side, wicket keeper, stumps, boundary</li> <li>- Check my guard, lining up the bat with the centre stump - develop correct posture to bat</li> <li>- Sideways on, feet slightly apart, head facing bowler, face of bat angled and slightly raised, bat and legs close together and elbow high</li> <li>- Understand and practice different shot choices; over the shoulder, slog, block, off-side drive</li> </ul>		<p style="text-align: center;"><b>Teamwork</b></p> <p><i>As athletes, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Consolidate the quality and range of techniques we use for particular activities (running for speed and distance, throwing techniques using pushes and pulls, jumping high and low, sprint speed and taking over from behind, throwing for distance and accuracy, and running over obstacles).</li> <li>- Develop our ability to use simple tactics in different situations.</li> <li>- Work with a partner to count, measure, time and give peer assessment).</li> <li>- Know and describe the short term effects of exercise on the body (identifying when the body is cool, warm and hot and recognising that different events make different demands on the body).</li> <li>- Describe and evaluate the effectiveness of performances (suggest ways of improving).</li> </ul>



	<ul style="list-style-type: none"> <li>- Understand and play non-stop cricket developing my skills further.</li> <li>- Apply the skills taught in a version of non-stop cricket with boundary scoring.</li> </ul>	
	<p style="text-align: center;"><b><u>OAA</u></b> <b>Maps and Symbols</b></p> <p><i>We are learning to:</i></p> <ul style="list-style-type: none"> <li>- Acquire and develop a range of orientation and problem solving skills.</li> <li>- Use the skills to orientate themselves and to travel around a simple course (relate map symbols to terrain features and follow 8 compass directions).</li> <li>- Follow appropriate trails to meet challenges in familiar environments</li> <li>- Collaborate with others to select and use simple strategies and appropriate equipment to meet a range of outdoor activity challenges.</li> <li>- Recognise and describe the effectiveness of their performance and evaluate their solutions.</li> <li>- Explain why physical activity is good for their health.</li> </ul>	<p style="text-align: center;"><b><u>Basketball</u></b> <b>Increased Range of Passing</b></p> <p><i>As basketball players, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Develop our basketball skills by recapping skills from the Year Two Progression of Skills document.</li> <li>- Use a range of passes accurately and know when to use them</li> <li>- Use a one handed side bounce pass</li> <li>- Use an overhead pass</li> <li>- Use a leave pass</li> <li>- Increase accuracy and control when dribbling the ball</li> <li>- Move with increasing speed with the ball</li> <li>- Shield with ball using defensive dribbling</li> <li>- Shoot the ball with one hand</li> <li>- Shoot the ball with increasing accuracy</li> <li>- Defend and mark the player in small sided games</li> <li>- Apply the skills taught in a 4 x 4 game with just the one basket.</li> </ul>



## PE Long Term Plan: Progression of skills

	<u>Autumn 1</u>	<u>Autumn 2</u>
<b>Year 4 Class 10</b>	<b>Dance</b> <b>Electricity</b>	<b>Gymnastics</b> <b>Rolling</b>
	<p><i>As dancers, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Work in small groups to develop movement.</li> <li>- Compose using a range of devices.</li> <li>- Perform the actions of jumping with greater control.</li> <li>- Display clarity of body shape.</li> <li>- Link sections together using appropriate transitional movement.</li> <li>- Interpret and comment upon the work of others.</li> <li>- Demonstrate descriptive language when talking about dance.</li> </ul>	<p><i>As gymnasts we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Rotate and roll on different body parts.</li> <li>- Rotate and roll in different directions showing different shapes, sizes and speeds.</li> <li>- Link jumping and rolling and match different types of jumps with different types of rolls.</li> <li>- Create a sequence where different rolls are linked to by travelling, jumping or balancing movements.</li> <li>- Work with a partner to create a matching sequence.</li> <li>- Adapt and transfer skills onto appropriate apparatus.</li> <li>- Observe the work of others and make judgements against given criteria.</li> </ul>
	<b>Basketball</b> <b>Increased Range of Passing</b>	<b>OAA</b> <b>Maps and Symbols</b>
	<p><i>As basketball players, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Develop our basketball skills by recapping skills from the Year Two Progression of Skills document.</li> <li>- Use a range of passes accurately and know when to use them</li> <li>- Use a one handed side bounce pass</li> <li>- Use an overhead pass</li> <li>- Use a leave pass</li> <li>- Increase accuracy and control when dribbling the ball</li> <li>- Move with increasing speed with the ball</li> <li>- Shield with ball using defensive dribbling</li> <li>- Shoot the ball with one hand</li> <li>- Shoot the ball with increasing accuracy</li> <li>- Defend and mark the player in small sided games</li> <li>- Apply the skills taught in a 4 x 4 game with just the one basket.</li> </ul>	<p><i>We are learning to:</i></p> <ul style="list-style-type: none"> <li>- Acquire and develop a range of orientation and problem solving skills.</li> <li>- Use the skills to orientate themselves and to travel around a simple course (relate map symbols to terrain features and follow 8 compass directions).</li> <li>- Follow appropriate trails to meet challenges in familiar environments</li> <li>- Collaborate with others to select and use simple strategies and appropriate equipment to meet a range of outdoor activity challenges.</li> <li>- Recognise and describe the effectiveness of their performance and evaluate their solutions.</li> <li>- Explain why physical activity is good for their health.</li> </ul>
	<u>Spring 1</u>	<u>Spring 2</u>
	<b>Tennis</b> <b>Building to a Rally</b>	<b>Hockey</b> <b>Confident, Competent and Safe Use of a Hockey Stick</b>
	<p><i>As tennis players, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Develop our throwing and catching skills by recapping skills from the Year Three Progression of Skills document.</li> <li>- Recap basic work on simple forehand striking of the ball.</li> </ul>	<p><i>As hockey players, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Develop our hockey skills by recapping from the Year Two Progression of Skills document but with the wooden hockey sticks.</li> <li>- Move without the ball, holding the hockey stick correctly as I run.</li> </ul>

	<ul style="list-style-type: none"> <li>- Hit the tennis ball using the tennis racket, allowing one bounce over the net (frying pan grip, leading to a sideways stance)</li> <li>- Practise basic backhand striking with a simple 'trampoline block'.</li> <li>- Develop overarm serving when playing tennis (lollipop grip, leading to overhead).</li> <li>- Develop my skills to keep a rally going after the tennis ball has been served.</li> <li>- Learn and use the technical vocabulary of a game of tennis accurately.</li> <li>- Apply the skills taught in a basic game, using the official scoring system.</li> </ul>	<ul style="list-style-type: none"> <li>- Crouch when I have the ball, dragging it when I dribble.</li> <li>- Dribble at pace whilst still keeping the ball trapped by my hockey stick.</li> <li>- Turn effectively whilst also noticing that a clockwise turn is much harder to do.</li> <li>- Cushion a pass with a hockey stick.</li> <li>- Stop a bouncing ball by using more of the hockey stick shaft.</li> <li>- Intercept a ball mid-pass.</li> <li>- Pass into the space in front of a team mate.</li> <li>- Pass a moving ball.</li> <li>- Pass whilst on the move, trying not to break stride.</li> <li>- Shoot accurately towards a small target.</li> <li>- Shoot across goal towards the opposite corner.</li> <li>- Dribble before shooting.</li> <li>- Save a shot by goalkeeping with a hockey stick as an extension of my arm.</li> <li>- Apply the skills taught by playing small-sided games on the small football pitches (5 x 5 max).</li> </ul>
	<p style="text-align: center;"><b><u>Rugby</u></b> <b>Handling the Ball</b></p> <p><i>As rugby players, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Develop our rugby skills by recapping skills from the Year Two Progression of Skills document.</li> <li>- Play tag games within a limited area so that we understand that running 'into touch' should be avoided.</li> <li>- Play tag games where the aim is to 'tag out' the whole team as quickly as possible by thinking tactically (Man-marking? Ganging up? Blocking?, etc).</li> <li>- Play tag games where the aim is to get from one side to the other 'untagged'.</li> <li>- Develop passing skills by ensuring the ball swings from 'pocket to pocket' across the body.</li> <li>- See how the ball travels better aerodynamically if it travels point first.</li> <li>- Pass around a circle with our backs facing the centre to encourage backward passing.</li> <li>- Run with the ball correctly, tucked tightly into the crook of our arm.</li> <li>- Pass the ball down a diagonal line of players. Last player to run for the corner.</li> <li>- Understand the basic rules of tag rugby. How it starts. How to score. How many tackles/attempts. Running into touch. Forward passing or fumbles resulting in the ball being turned over, etc.</li> <li>- Apply the skills taught by playing short games using the full yard. Stressing the need to keep moving FORWARD and to 'take the tackle'.</li> </ul>	<p style="text-align: center;"><b><u>Swimming</u></b> <b>Progressing Towards the National Curriculum Award</b></p> <p><i>As swimmers, we are learning to:</i></p> <p><b>Green Award:</b></p> <ul style="list-style-type: none"> <li>- Enter the water safely</li> <li>- Blow bubbles rhythmically a minimum of 3 times</li> <li>- Push and glide on the front and on the back</li> <li>- Travel 5 metres on the front and on the back</li> <li>- Perform a rotation from the front to the back</li> <li>- Perform a rotation from the back to the front</li> </ul> <p><b>Blue Award:</b></p> <ul style="list-style-type: none"> <li>- Jump in from the poolside safely (depth permitting)</li> <li>- Kick 5 meters using an alternating leg action with a float on the front and on the back.</li> <li>- Push and glide on the front with arms extended</li> <li>- Push and glide on the back.</li> <li>- Using arms and legs, travel 5 metres on the front and on the back.</li> <li>- Move into a stretch floating position and hold for 5 seconds</li> </ul> <p><b>Yellow Award:</b></p> <ul style="list-style-type: none"> <li>- Jump in from the poolside and submerge.</li> <li>- Push and glide on the front with arms extended (face in).</li> <li>- Push and glide on the back with arms extended.</li> <li>- Travel 10 metres on the front, using arms and legs.</li> <li>- Travel 10 metres on the back.</li> <li>- Fully submerge for 5 seconds</li> <li>- Hold a tuck floating position for 5 seconds</li> </ul> <p><b>National Curriculum Award:</b></p>

		<ul style="list-style-type: none"> <li>- Perform a jump into deep water using different shapes</li> <li>- Tread water, using hands and feet for a minimum of 15 seconds in deep water.</li> <li>- Scull head first on the back for 5 metres</li> <li>- Swim 10 metres front crawl, breaststroke, backstroke (two out of three must be chosen).</li> <li>- Swim 25 metres of a recognised stroke in a confident and controlled manner.</li> <li>- Submerge to pick up an object from the bottom of the pool.</li> </ul>
	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
	<p style="text-align: center;"><b><u>Cricket</u></b> <b>Overarm Bowling and Strike Placement</b></p> <p><i>As cricketers, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Develop our throwing and catching skills by recapping skills from the previous tennis unit.</li> <li>- Practise gripping the tennis ball in a 'bunny ears' grip and throwing to partner.</li> <li>- Use the 'bunny ears' grip to make a high arm throw to partner, bouncing exactly once just in front of them (high arm throw with locked elbow, fingers down to catch)</li> <li>- Practise using my arm positioning to make my throw more accurate and powerful</li> <li>- Adopt a sideways stance and throw overarm</li> <li>- Develop a stronger throwing technique following the skills taught</li> <li>- Learn and use the technical vocabulary of a game of cricket accurately</li> <li>- Understand and use terms: edge and sweet spot, leg side and off side, wicket keeper, stumps, boundary</li> <li>- Check my guard, lining up the bat with the centre stump - develop correct posture to bat</li> <li>- Sideways on, feet slightly apart, head facing bowler, face of bat angled and slightly raised, bat and legs close together and elbow high</li> <li>- Understand and practice different shot choices; over the shoulder, slog, block, off-side drive</li> <li>- Understand and play non-stop cricket developing my skills further.</li> <li>- Apply the skills taught in a version of non-stop cricket with boundary scoring.</li> </ul>	<p style="text-align: center;"><b><u>Athletics</u></b> <b>Teamwork</b></p> <p><i>As athletes, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Consolidate the quality and range of techniques we use for particular activities (running for speed and distance, throwing techniques using pushes and pulls, jumping high and low, sprint speed and taking over from behind, throwing for distance and accuracy, and running over obstacles).</li> <li>- Develop our ability to use simple tactics in different situations.</li> <li>- Work with a partner to count, measure, time and give peer assessment).</li> <li>- Know and describe the short term effects of exercise on the body (identifying when the body is cool, warm and hot and recognising that different events make different demands on the body).</li> <li>- Describe and evaluate the effectiveness of performances (suggest ways of improving).</li> </ul>
	<b><u>Swimming</u></b> <b>Continued...</b>	<b><u>Swimming</u></b> <b>Continued...</b>

# PE Long Term Plan: Progression of skills



	<u>Autumn 1</u>	<u>Autumn 2</u>
<b>Year 5</b>	<p style="text-align: center;"><b><u>Dance</u></b> <b>Punch and Wrestle</b></p> <p><i>As dancers, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Explore, improve and combine movement ideas fluently and effectively.</li> <li>- Translate ideas into movements.</li> <li>- Perform with expression.</li> <li>- Begin to use basic compositional principles (including repetition and action/reaction).</li> <li>- Understand and demonstrate the intention of the dance.</li> <li>- Understand how a dance is formed and performed.</li> <li>- Observe others dancing and comment constructively on compositional work using appropriate language.</li> </ul>	<p style="text-align: center;"><b><u>Gymnastics</u></b> <b>Bridges</b></p> <p><i>As gymnasts we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Use balancing on different body parts to create bridge shapes (individually and with partner).</li> <li>- Create a balance with a small base</li> <li>- Make bridges to show different relationships to the floor and the apparatus.</li> <li>- Demonstrate high and low level bridges and join two together with a rolling movement.</li> <li>- Travel in different directions showing bridge shapes.</li> <li>- Understand how to move smoothly into and out of a variety of bridge shapes.</li> <li>- Work cooperatively with a partner to create a sequence showing planned variations in level, direction and shape.</li> <li>- Understand the range of movements necessary to create a balanced sequence (and recognise when one is absent).</li> <li>- Adapt and transfer skills onto appropriate apparatus.</li> </ul>
	<p style="text-align: center;"><b><u>Netball</u></b> <b>Movement off the Ball</b></p> <p><i>As netball players, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Develop our netball skills by recapping skills from the Year Three Progression of Skills document.</li> <li>- Use chest and bounce passes with increasing accuracy, speed and control.</li> <li>- Use a two handed side pass.</li> <li>- Shoot the ball with a two-handed push with increasing accuracy, power and control.</li> <li>- Understand shooting and rebounding with increasing power.</li> <li>- Retrieve the ball.</li> <li>- Play 5-aside game understanding travelling and positioning on the court.</li> <li>- Use player to player marking more effectively.</li> <li>- Rotate positions using the high-five format.</li> <li>- Apply the skills taught in High 5s netball games on the smaller basketball courts.</li> </ul>	<p style="text-align: center;"><b><u>Football</u></b> <b>Ball Control</b></p> <p><i>As footballers, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Develop our football skills by recapping skills from the Year Three Progression of Skills document.</li> <li>- Develop shooting skills to include increasing power and the use of half-volley shooting.</li> <li>- Dribbling techniques to include 'selling a dummy', switching direction, 'nutmegging', 'spinning a defender'.</li> <li>- Develop passing techniques further.</li> <li>- Increase skills to 'bring the ball down'.</li> <li>- Use diagonal balls to clear a ball defensively or set up an attack.</li> <li>- Complete a 'throw in' with increasing accuracy.</li> <li>- Use a 'throw in' in different ways to maintain possession (into space, pass back to player).</li> <li>- Increase skills when taking corners.</li> <li>- Improve understanding and skills as a goalkeeper.</li> <li>- Improve distribution (out wide).</li> <li>- Improve skills when distributing the ball bowling underarm.</li> <li>- Improve skills when distributing the ball overarm two handed.</li> <li>- Improve skills when distributing the ball overarm one handed.</li> </ul>

		<ul style="list-style-type: none"> <li>- Improve skills when distributing the ball using a flat kick - handle the ball (hands behind the ball to catch).</li> <li>- Parry the ball (tipping it round the corner).</li> <li>- Apply the skills taught and game techniques in 7-a-side matches (making decisions, quick reactions).</li> </ul>
	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>
	<p style="text-align: center;"><b><u>Dance</u></b> <b>Volcanoes</b></p> <p><i>As dancers, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Respond to a range of stimuli and accompaniment.</li> <li>- Explore, improve and plan dances in groups.</li> <li>- Perform sections showing clear changes in mood and dynamics.</li> <li>- Practise the dance in order to refine the quality.</li> </ul>	<p style="text-align: center;"><b><u>Gymnastics</u></b> <b>Spinning and Turning</b></p> <p><i>As gymnasts we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Identify and use spinning, rotation and rolling around three different axes (long axis, side to side axis and front to back axis).</li> <li>- Turn around the long axis using different take offs and showing different shapes.</li> <li>- Rotate around a side to side axis (rocking and forward and backward rolling).</li> <li>- Explore ways of rotating around a front to back axis (sideways shoulder rolls, cartwheels).</li> <li>- Compose a sequence which link together a spin and rotations from each of the three axes. Link together using travelling and balancing movements.</li> <li>- To use variations in speeds, levels, directions and pathways.</li> <li>- Adapt and transfer skills from the floor to suitable apparatus.</li> </ul>
	<p style="text-align: center;"><b><u>Pop Lacrosse</u></b> <b>Passing and Moving</b></p> <p><i>As lacrosse players, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Develop our lacrosse skills by recapping skills from the Year Three Progression of Skills document.</li> <li>- Catch a ball in the pocket from an underarm throw (pouch should be more horizontal).</li> <li>- Catch a ball in the pocket from a high ball thrown (pouch should be more vertical).</li> <li>- Throw a ball underarm with a lacrosse stick to be caught.</li> <li>- Repeat but throw and catch with both players using the lacrosse sticks.</li> <li>- Throw a ball overarm with the lacrosse stick to be caught.</li> <li>- Repeat but throw and catch with both players using the lacrosse sticks.</li> <li>- Shoot the ball with a sideways action.</li> <li>- Practice shooting the ball over, under or around a defender.</li> <li>- Defend by blocking the path of the ball with the lacrosse stick (along the floor or in the air).</li> <li>- Apply the skills taught by playing short 5-a-side games with a small foldaway net. 4 seconds only allowed when in possession of the ball.</li> </ul>	<p style="text-align: center;"><b><u>Cricket</u></b> <b>Fielding Skills</b></p> <p><i>As cricketers, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Develop our throwing and catching skills by recapping skills from the Year Four Progression of Skills document.</li> <li>- Use a cricket ball to shoot at the stumps using a hard overarm throw, low down.</li> <li>- Learn and adopt backing up when fielding.</li> <li>- Learn and use off-stump bowling and overarm bowling in a game.</li> <li>- Learn fielding techniques such as walking in.</li> <li>- Change batting style to fit the circumstances.</li> <li>- Upward swing, cutting across the ball.</li> <li>- Block a fast direct ball to 'see out' an over.</li> <li>- Work together as a batting pair with good communication.</li> <li>- Make decisions as a batting pair to improve score (e.g. farming a strike).</li> <li>- Apply the skills taught in games using the Kwik Cricket rules.</li> </ul>

	<b>Summer 1</b>	<b>Summer 2</b>
	<p style="text-align: center;"><b><u>Athletics</u></b> <b>Building Speed and Stamina</b></p> <p><i>As athletes, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Develop consistency in our actions (develop rhythm in running and over obstacles, throwing –pull throw, springing style, jumping combinations, relay take-over – upsweep and estimating duration, distance and speed.).</li> <li>- Choose the appropriate equipment and technique.</li> <li>- Work with a partner and a small group to count, measure, time and give peer assessment.</li> <li>- Understand the basic principles for warming-up.</li> <li>- Understand that exercise is good for you (some activities can improve strength, stamina and suppleness).</li> <li>- Evaluate our own performance and others work and suggest ways to improve it.</li> </ul>	<p style="text-align: center;"><b><u>Sports Day Practice</u></b> <b>Preparation, practising and grouping for the day's events</b></p> <p>Children to practise their running, throwing and jumping skills from their athletics lessons (plus additional skills appropriate to their key stage).</p> <p>Staff to spend this time to inform the grouping of the children for their events (differentiation of ability is key to the fairness and enjoyment of the day itself).</p>
	<p style="text-align: center;"><b><u>Rounders</u></b> <b>Developing the 'Fielding Triangle'</b></p> <p><i>As players, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Develop our throwing and catching skills by recapping skills from the previous cricket unit.</li> <li>- Continue to develop batting/ hitting skills in rounders, using a rounders bat and tennis ball.</li> <li>- Practise connecting with the ball to send it further.</li> <li>- Follow more complex rules of rounders.</li> <li>- Improve decision making as a fielder and batter to remain in/ get batters out/ increase or reduce opportunities for rounders points.</li> <li>- Bowl accurately to the backstop</li> <li>- Catch cleanly as a backstop and send it quickly to first base.</li> <li>- Catch cleanly and stump a base quickly.</li> <li>- Apply the skills taught using the official rounders rules (see Progression of Skills document for Year 5 rules).</li> </ul>	<p style="text-align: center;"><b><u>OAA</u></b> <b>Orienteering</b></p> <p><i>We are learning to:</i></p> <ul style="list-style-type: none"> <li>- Demonstrate a range of orientation and problem solving skills.</li> <li>- Use the skills with precision, control and consistency and refine skills in route finding (navigate compass directions).</li> <li>- Communicate and collaborate with others to select and use appropriate strategies and equipment.</li> <li>- Address a range of outdoor activities and challenges in changing and unfamiliar environments.</li> <li>- Recognise and evaluate the effectiveness of their performance as individuals and in groups.</li> <li>- Explain and apply basic safety principles associated with the activities.</li> </ul>



# PE Long Term Plan: Progression of skills



	<u>Autumn 1</u>	<u>Autumn 2</u>
<b>Year 6</b>	<b>Gymnastics</b> <b>Matching, Mirroring and Contrasting</b> <i>As gymnasts we are learning to:</i> <ul style="list-style-type: none"> <li>- Understand, identify and demonstrate contrasting, matching and mirroring balances and movements.</li> <li>- Identify and use different spatial relationships with a partner, i.e. following my leader, side by side, face to face, back to back, meeting and parting.</li> <li>- Compose an individual sequence to teach to a partner and perform it together (precise matching followed by a contrasting finish).</li> <li>- Explore and create matching symmetrical/asymmetrical balances with a partner.</li> <li>- Understand and use mirror movements.</li> <li>- Work in pairs to construct, practise, evaluate and improve the composition and quality of a sequence.</li> <li>- Adapt and transfer sequences from floor to apparatus.</li> </ul>	<b>Dance</b> <b>The World of Sport</b> <i>As dancers, we are learning to:</i> <ul style="list-style-type: none"> <li>- Perform with clear intention and meaning.</li> <li>- Perform set patterns with knowledge and understanding of their meaning.</li> <li>- Work collaboratively in small and large groups.</li> <li>- Develop motifs using time/ space/ people.</li> <li>- Comment upon appropriate actions (suggesting ways to improve performance and composition)</li> <li>- Value the contributions that dance makes to different cultures.</li> </ul>
	<b>Basketball</b> <b>Confident Dribbling</b> <i>As basketball players, we are learning to:</i> <ul style="list-style-type: none"> <li>- Develop our basketball skills by recapping skills from the Year Four Progression of Skills document.</li> <li>- Increase power and control when dribbling the ball through pounding the ball.</li> <li>- Improve footwork through pivoting.</li> <li>- Receive the ball through a range of passes.</li> <li>- Switch between dribbling mode and shooting mode in a game situation.</li> <li>- 'Sell a dummy' with the opposition.</li> <li>- Improve distance shooting.</li> <li>- Increase power and accuracy.</li> <li>- Develop ball control through applying backspin.</li> <li>- Set up and use a 'lay-up'.</li> <li>- Play defensively and 'steal the ball'.</li> <li>- Develop game techniques such as blocking and rebounding.</li> <li>- Apply the skills taught in full-court 5 x 5 games.</li> </ul>	<b>Sports Hall Athletics</b> <b>Competition Preparation</b> <i>As athletes, we are learning to:</i> <ul style="list-style-type: none"> <li>- Run short laps of the hall, using the 'Reversaboard' at the end of each lap to turn.</li> <li>- Run relays using the base mat to hand over and finish laps (using batons).</li> <li>- Ensure that one foot is placed in each segment when using the 'Hi-Stepper' obstacle.</li> <li>- Use our arms for propulsion and balance when completing a standing long jump.</li> <li>- Use balance and coordination when completing a standing triple jump.</li> <li>- Bend the knees and stretch out with my arms when completing a vertical jump.</li> <li>- Use the minimum height when jumping two-footed over the wedge when completing the 'Speed Bounce' event.</li> <li>- Use their chest-passing skills from the basketball unit when completing the chest push event. Investigating the best angle to throw to is also recommended.</li> <li>- Use a long, continuous throw with an outstretched arm behind the head to begin a javelin throw.</li> </ul>



	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>
	<b><u>Dance</u></b> <b>Theseus and the Minotaur</b> <i>As dancers, we are learning to:</i> - Work creatively and imaginatively on our own and with a partner. - Create our work in the context of the whole dance. - Perform expressively and sensitively to accompaniment. - Perform dances fluently and with control. - Observe and evaluate their own and other's dances (refine movements in order to improve performance) - Warm up and cool down independently.	<b><u>Gymnastics</u></b> <b>Counter-Balance and Counter-Tension</b> <i>As gymnasts we are learning to:</i> - Understand and identify counter-balance and counter-tension. - Demonstrate counter-balance and counter-tension in twos to show changes in shape, level and body parts used and in contact. - Explore different ways of travelling into and from counter-balance and counter-tension balances and compose a sequence. - Practise, evaluate and improve the composition and the quality of a sequence. - Adapt and transfer a sequence onto apparatus.
	<b><u>Rugby</u></b> <b>Clever Movement</b> <i>As rugby players, we are learning to:</i> - Develop our rugby skills by recapping skills from the Year Four Progression of Skills document. - Increase the distance of our passing whilst still ensuring the path is still relatively flat (moving from a 'pop pass' to a 'spin pass'). - Skip players when playing down a diagonal line, missing ones out with a longer pass. - Start behind a teammate and run past so that the ball can be handed over as you pass them (a handover). - Repeat the task above at greater speed and with a diagonal run. - Switch direction with the handover by having the final person run behind them to the opposite side (an overlap). - Run quickly to the front of the pack when receiving the ball to avoid teammates being offside or a forward pass being executed. - Defend in twos to make it difficult for the attacker to break through the defence. - Apply the skills taught in short games (7-a-side) using the full yard or, preferably, the school field. Full tag rugby rules should apply.	<b><u>Hockey</u></b> <b>Ball Control</b> <i>As hockey players, we are learning to:</i> - Develop our hockey skills by recapping from the Year Four Progression of Skills document using a hockey ball where appropriate. - Dribble at speed using a 'bump and run' technique instead of dragging the ball. - Stop a ball and change direction by using a reverse stick technique. - Use reverse stick when turning clockwise around an obstacle. - Move the ball into space before returning it. - Bring down a high or bouncing ball by using the shaft of the hockey stick. - Tackle from the side by running alongside first instead of trying to tackle from behind or blocking their path. - Lay the ball off sideways for a partner. - Come towards a moving ball as opposed to waiting for it to reach me. - Pass the ball first time without cushioning it first. - Strike a moving ball to shoot. - Lift a stationary ball to gain height when shooting. - Swing safely to shoot. - Apply the skills taught in small-sided games, building to 7-a-side games using the whole yard.
	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
	<b><u>Cricket</u></b> <b>Batting in Pairs/Captaining</b> <i>As cricketers, we are learning to:</i> - Develop our throwing and catching skills by recapping skills from the Year Five Progression of Skills document. - Further develop bowling technique using wrist action, power and accuracy.	<b><u>OAA</u></b> <b>Map-reading</b> <i>We are learning to:</i> - Consolidate and demonstrate a range of orientation and problem-solving skills.

	<ul style="list-style-type: none"> <li>- Introduce a bowling run up to our bowling action.</li> <li>- Further develop skills in batting and fielding in different positions.</li> <li>- Make decisions when playing striking and fielding games for themselves and teammates.</li> <li>- Apply the skills taught to short games using the Kwik Cricket rules. Captaincies to be introduced along with mixed pairings.</li> </ul>	<ul style="list-style-type: none"> <li>- To refine skills, and execute them with precision, control and consistency (set a map accurately, follow a short route accurately and navigate using compass directions).</li> <li>- Communicate and collaborate with others to select and use appropriate strategies and equipment.</li> <li>- Address a range of outdoor activities and challenges in changing and familiar environments.</li> <li>- Recognise and evaluate the effectiveness of their performance as individuals and in groups and introduce competitive orienteering.</li> <li>- Explain and apply basic safety principles associated with the activities.</li> </ul>
	<p style="text-align: center;"><b><u>Tennis</u></b> <b>Passing shots</b></p> <p><i>As tennis players, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Develop our throwing and catching skills by recapping skills from the previous cricket unit.</li> <li>- Develop a forehand and backhand tennis stroke.</li> <li>- Practice facing different directions when hitting the ball (facing forward, left and right).</li> <li>- Make decisions in relation to when move backwards to allow the ball to bounce or move forwards to volley.</li> <li>- Developing a quick-paced overarm serve.</li> <li>- Practise dropping the ball short and hitting to the back of the court.</li> <li>- Hit a passing shot with power and precision.</li> <li>- Use topspin and backspin to increase or decrease the pace of the ball.</li> <li>- Apply the skills taught in singles and doubles games, sharing a court.</li> </ul>	<p style="text-align: center;"><b><u>Athletics</u></b> <b>Power and Efficiency</b></p> <p><i>As athletes, we are learning to:</i></p> <ul style="list-style-type: none"> <li>- Increase the number of techniques and develop consistency (drive and speed, throwing styles – push and sling, jumping – long and combination, pull throw, running over obstacles and running for longer distances).</li> <li>- Choose appropriate techniques for specific events.</li> <li>- Work with a partner and a small group to count, measure time and give peer assessment.</li> <li>- Understand the basic principles of warming up (explain how warming up can affect performance and perform a range of warm-up activities).</li> <li>- Evaluate our own performance and others work and suggest ways to improve it (identify strengths and weaknesses).</li> </ul>