Primary PE Passport Skills and Knowledge Progression©

The Primary PE Passport enables schools to show:

INTENT	• That all children can achieve the aims of the national curriculum through a broad, balanced and progressive curriculum • A willingness of staff to adapt plans to meet the needs of individuals and groups- this might mean going back to plans programmed for younger groups to secure knowledge and skills • A commitment from staff to develop children across different domains- physically, cognitively and socially and emotionally • Children how to learn skills and knowledge and apply it. • Delivery through the Principles of Assessment for Learning. • Children experiences of traditional and 'new' sports. • Careful monitoring of the progress of individuals, groups, classes and year groups
IMPLEMENTATION	• All children receiving 2 hours of high quality Physical Education each week regardless of the weather or other external factors • A commitment that all children are active. Spare kit in each class means no children misses PE • Inclusivity by putting support for children with SEND in line with other subjects and differentiating using STEP. • That children unable to take part are included by involving them in activities related to the lesson e.g. umpiring. • A range of teaching styles and strategies to deliver the curriculum • Children different challenges e.g. 6 v 4 to develop skills, knowledge and behaviours.
IMPACT	• Children's progress in different domains of learning • Parents the levels of attainment and achievement of their children verbally and/or in writing • How to improve. Specific targets to be set and measured • How to improve. Support and challenge to be provided for learners. • That all children's achievements are valued.

Primary PE Passport Skills and Knowledge Progression©

This document has been produced to assist PE leaders in planning a broad, balanced and progressive curriculum.
The document enables staff delivering PE to see where the children have come from and where they are going next.

- The skills and knowledge taught in the PE Passport are broken down and tracked across the age range from EYFS through to UKS2. NB. If catching is a key skill in EYFS it won't be mentioned in subsequent phases unless the type of catching skill i.e high catching changes.

- Where children cannot access a unit because the level of challenge is too high please use material from previous year groups but don't forget to assess children's prior knowledge before fine tuning the planning.

- Units do not have to last 6/7 weeks. You can extend units to secure deep learning or run units for shorter periods where children are already skilled in that area.

- Key questions and assessment outcomes are highlighted for each unit

Primary PE Passport

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Primary PE Passport

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Athletics

Years 3 & 4 Athletics

In this unit we learn a range of throwing, jumping and running techniques and hone technique before competing against ourselves and others

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Use the correct technique to start a sprint race. Develop my coordination to improve speed.	Hurdle efficiently and consistently Sprint between hurdles	Develop the technique and consistency of my jumps. Jump consistently off the same foot I can scissor kick	Throw overarm accurately. Throw overarm with power for distance.	Accurately replicate the technique for running, jumping and throwing events. Run a relay efficiently as part of a team.	Replicate the techniques for running, jumping and throwing events in competitive situations. Challenge myself to beat previous performances.
KNOWLEDGE I know.....	How to start a sprint race. The importance of keeping my first few metres low and powerful.	Which my take off foot is. The technique associated with hurdling	That my furthest point backwards in long jump triple jump is the point measured in competition. To run in an arc & to approach the bar sideways on when high jumping	To position my body sideways on when throwing. The pull technique in throwing.	How to receive and transfer a baton safely. How to remember the technique for triple jump	I can improve on personal bests. How to measure my own and others' performances.
ASSESSMENT I can...	Warm up prior to exercise and am able to sustain performance over periods of time.	Work well with others in a range of contexts.	Enjoy competing and challenging myself to improve.	Warm up safely prior to exercise and can sustain performance over periods of time.	Work well with others in a range of contexts.	Enjoy competing and challenging myself to improve.

Athletics

Years 5 & 6 Athletics

Looking at different ways of running, jumping and throwing whilst developing children's technique and awareness of safety.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Change pace and run at different tempos. Sustain my pace over longer distances.	Throw with accuracy and power using the pull technique. Throw after a run up.	Throw with greater force and over longer distances. Throw with greater control, accuracy and efficiency.	Perform the correct techniques for triple jump, high jump and standing vertical jump. Measure accurately my performance at standing vertical jumping.	Combine sprinting with hurdling	Transfer a relay baton efficiently as part of a team
KNOWLEDGE I know.....	How to control my running over middle distance. How running a bend differs from running a straight.	To get sideways on when throwing. How to throw safely as part of a group. To use my non-throwing arm to help me throw.	How to throw a shot using, 'clean palm, dirty neck' technique. How to generate power from the thighs.	How to approach the bar from an arced run up when high jumping. The technique, 'same, different, both' for triple jump.	My take off foot and lead leg. How to hurdle efficiently	How to position myself to receive a baton.
ASSESSMENT I can...	Warm up prior to exercise and am able to sustain performance over periods of time.	Work well with others in a range of contexts.	Enjoy competing and challenging myself to improve.	Warm up safely prior to exercise and can sustain performance over periods of time.	Work well with others in a range of contexts.	Enjoy competing and challenging myself to improve.

Badminton

Years 3 & 4 Badminton

In this unit children learn how to play different shots and how to move around the court from a position of readiness using different foot patterns.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Assume the 'ready position'..	Serve on the back-hand over a net. Serve accurately.	Move quickly to be in a position to return the shuttle Hit shots overhead and on forehand and backhand in rallies	Play a variety of pow-erful and deft shots Move around court using different foot-work patterns	Play a variety of dif-ferent shots well Make the right de-cision usually about which shot to play	Demonstrate the school games values. Umpire and keep score in a game
KNOWLEDGE I know.....	That badminton is a game played side-ways- on.	The rules associated with serving How to position my-self to serve.	What a rally is. What the difference is between an active rally and a passive one	What different foot-work patterns I need to learn in badminton and when I might use them.	That I need to move my opponent around the court Which shot to play in certain circumstanc-es	How to keep score The rules of the game
ASSESSMENT I can...	Link skills to perform actions and sequenc-es of movement	Reflect and rec-ognise success in myself and others	Demonstrate specific tactical awareness	Link skills to perform actions and sequenc-es of movement	Reflect and rec-ognise success in myself and others	Demonstrate specific tactical awareness

Badminton

Years 5 & 6 Badminton

This unit look at building a repertoire of strokes for the individual as well as introducing them to the different types of footwork used in badminton. It then looks to build up their decision making in game situations

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Assume a position of readiness Hit a forehand	Perform a forehand and backhand serve Serve with accuracy	Move quickly to be in a position to consistently return a shuttle. I can serve long and short	Demonstrate a split step and understand its use Chasse in to the net to retrieve shots Play deft shots	Smash Drop shot Perform different shots consistently and with accuracy.	Compete in an intra-school badminton tournament. Demonstrate the school games values
KNOWLEDGE I know.....	How to grip a racket. To keep the racket head below waist height when striking a serve	Why it is important to serve in different ways. Where to stand and how to position my body to serve	To vary my serve	That I need to move my opponent around the court. To target my opponent's weaknesses	The variety of different shots that are open to me When to play certain shots	How to keep score How to umpire
ASSESSMENT I can...	Link skills to perform actions and sequences of movement	Reflect and recognise success in myself and others	Demonstrate specific tactical awareness	Link skills to perform actions and sequences of movement	Reflect and recognise success in myself and others	Demonstrate specific tactical awareness

Basketball

Years 3 & 4 Basketball

Children learn to handle the ball, to travel with it under control. They learn some terminology associated with basketball and how to send in different ways including shooting and how to receive and protect the ball.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	I can control a basketball using both hands and perform various skills	I can control the ball on the move (dribble) and keep my head up to be aware of my environment	I can pass the ball using good techniques of having a target, receiving the pass, stepping in the direction of the pass at a chest pass and bounce pass	I can pass the ball on the move with good technique and communicate with my team mates	I can use the correct technique of balance, elbow, eye line and follow through (BEEF) to shoot a basketball	I can dribble, pass and shoot the basketball using correct the correct technique to play in a game
KNOWLEDGE I know.....	I know how to vary movement to control the ball when moving	I know rules and understand terminology such as double dribble, travelling, triple threat and pivoting	I know the techniques of passing the ball and know when to do a chest pass or bounce pass in basketball	I know how to maintain procession of the ball under pressure through quick passes, movement and communication.	I know how to work as a team to find space and shoot the basketball	I know how to communicate with team mates and understand the principles of attacking and defending when playing a competitive game
ASSESSMENT I can...	Demonstrates agility, balance, coordination and precision	Evaluates the work of others using correct technical language	Is self-motivated and physically confident and actively engages in competitive situations	Demonstrates agility, balance, coordination and precision	Evaluates the work of others using correct technical language	Is self-motivated and physically confident and actively engages in competitive situations

Basketball

Years 5 & 6 Basketball

Children reinforce the basic skills they learnt in Year 3 and 4 and advance to learn different defensive systems and how to work shooting opportunities as a team

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	I can control a basketball using both hands and protect the ball under pressure	I can pass the ball using good techniques of having a target, receiving the pass, stepping in the direction of the pass at a chest pass and bounce pass	I can use different skills such as varying speed and direction to get past defenders	I can mark a player or an area of the court to limit opportunities for the opposition	I can use the correct technique of balance, elbow, eye line and follow through (BEEF) to shoot a basketball	I can dribble, pass and shoot the basketball using correct the correct technique to play in a game
KNOWLEDGE I know.....	I know how to use my body to protect the ball	I know how to create space to receive a pass	I know how to defend against an attacking player	I know what the difference between man v man defence and zone defence and understand the benefits of both styles.	I know how to work as a team to create shooting opportunities	I know how to communicate with team mates and understand the principles of attacking and defending when playing a competitive game
ASSESSMENT I can...	Demonstrates agility, balance, coordination and precision	Evaluates the work of others using correct technical language	Is self-motivated and physically confident and actively engages in competitive situations	Demonstrates agility, balance, coordination and precision	Evaluates the work of others using correct technical language	Is self-motivated and physically confident and actively engages in competitive situations

Cricket

Year 3 & 4 Cricket

This unit develops the skills of bowling, ground fielding, catching, wicket keeping and batting and looks to link skills whilst developing children's understanding of how the different components fit together into the game itself.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Stand sideways on with a high back lift ready to receive a ball. Step back and across to pull a short ball.	Bowl a ball overarm with a straight arm. Take up a wicket keeping stance and take balls bowled on both sides of the wicket	Throw accurately and powerfully. Drive a ball and then run between a set of wickets, sliding my bat when necessary.	Bat successfully with a partner, communicating effectively. Bowl with increasing accuracy.	Bowl with a run up Stop hard balls struck at me by forming a long barrier Communicate effectively with a partner when batting.	Back up my fellow fielders in the field Play purposefully in a competitive game, taking on multiple roles effectively
KNOWLEDGE I know.....	How to grip the bat. How to move back and across to play the pull shot. What the crease is for.	How to grip a ball when bowling. The process of bowling from the coil to release of the ball. How to position myself wicket keeping so no obstructions to my vision	When to slide my bat to make my ground when running between the wickets. What 'backing up' means to fielders	The different calls I can make as batsman. Which batsman/woman calls for runs and the circumstances when each should call.	How to form a long barrier to field a hard shot	When to stand still in the field and when to walk in as the bowler runs in. Why I need to call my name if going for a high catch.
ASSESSMENT I can...	Anticipate and show awareness of space and of others.	Reflect and am able to recognise success in self and others	Demonstrate specific tactical awareness.	Anticipate and show awareness of space and of others.	Reflect and am able to recognise success in self and others	Demonstrate specific tactical awareness.

Cricket

Year 5 & 6 Cricket

This unit focuses on explicit ways of delivering the ball and shots that might be played depending upon the delivery. It looks at developing children's tactical awareness, taking into account a variety of factors.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Catch consistently well under pressure. Throw accurately overarm.	Pull a ball from a short delivery to the leg side I can bowl with a short run up and straight arm with some accuracy	Perform a range of fielding techniques confidently and consistently. Bowl with a run up	Bowl with consistent accuracy and length. Pick up and return a ball with one hand quickly and consistently well. Use my feet to get to the pitch of the ball when batting	Show tactical awareness as a fielder Bowl out of the back of my hand Play a square cut shot	Link my skills and perform in a competitive game. Bowl by running in close to the wickets
KNOWLEDGE I know.....	To slide my bat over the crease when running. What a position of anticipation looks like when fielding	To bowl from the crease line and that my foot can land on the line itself. How to grip the bat correctly and take up a suitable stance	Which ground fielding technique to use and why. Which calls I should use when batting	That I can leave my crease to hit balls. Why I might leave my crease When I might use a one handed pick up technique	How to bowl leg spin What overthrows are Why it is important for outfielders to walk in with the bowler as he/she runs up	To work as a team ensuring that I back up for possible overthrows. The importance of great communication when batting.
ASSESSMENT I can...	Links skills to perform actions and sequences of movement.	Reflect and am able to recognise success in self and others	Demonstrate specific tactical awareness.	Links skills to perform actions and sequences of movement.	Reflect and am able to recognise success in self and others	Demonstrate specific tactical awareness.

Dance

Years 3 & 4 Dance Themes: Around the World, Egyptians, Romans, Space, Vikings

Themes: Around the World, Egyptians, Romans, Space, Vikings

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Develop a motif demonstrating some agility, balance, co-ordination and precision	Creatively change static actions into travelling movements Show different levels and pathways when I travel	Communicate effectively with a partner	Communicate effectively within a group	Communicate effectively within a group Improve our ideas	Evaluate the work of other's using accurate technical language
KNOWLEDGE I know.....	How to contribute key words to a theme related mind map How to translate words/ideas into actions and combine	How to translate theme related actions into travelling movements	How to translate images into actions to communicate meaning	How to listen to other's and share my own ideas. How to translate words from a poem into movements	How to use canon, formation changes, direction and level to improve our ideas How to listen to other people's ideas and vocalise my own thoughts	How to recognise good timing, execution and performance skills
ASSESSMENT I can...	Demonstrate agility, balance, coordination and precision.	Think creatively to find solutions to challenges	Communicate effectively and listens to others	Work well with others in a range of contexts	Reflect and recognise success in self and others	Evaluate the work of other's using technical language

Dance

Years 5 & 6 Dance Themes: British Values; Dance through the ages; The Haka; The Victorians; World War 2

Theme: British Values; Dance through the ages; The Haka; The Victorians; World War 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Develop a motif demonstrating some agility, balance, co-ordination and precision	Creatively change static actions into travelling movements Show different levels and pathways when I travel	Communicate effectively with a partner	Communicate effectively within a group	Communicate effectively within a group Improve our ideas	Evaluate the work of other's using accurate technical language
KNOWLEDGE I know.....	How to contribute key words to a theme related mind map How to translate words/ideas into actions and combine together	How to translate theme related actions into travelling movements	How to translate images into actions to communicate meaning	How to use chance choreography to create a sequence	How to use canon, formation changes, direction and level to improve our ideas How to listen to other people's ideas and vocalise my own thoughts	How to recognise good timing, execution and performance skills
ASSESSMENT I can...	Demonstrate agility, balance, coordination and precision.	Think creatively to find solutions to challenges	Communicate effectively and listens to others	Work well with others in a range of contexts	Reflect and recognise success in self and others	Evaluate the work of other's using technical language

Danish Long ball

Year 5 & 6 Danish Long ball

In this unit children use their throwing and catching skills to play games where they look to use their strengths and identify their opponent's weaknesses. The game calls for accurate throwing, good dodging and excellent decision making under pressure.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Throw with accuracy at a still target. Work with and against others cooperatively	Pick up a ball on the run using one hand or two hands as appropriate. Act decisively under pressure	Send and receive whilst on the move. Make good decisions in the heat of a game	Disguise my throws Intercept a ball	Track an opponent's run Make increasingly good decisions when working under pressure	Make good decisions under pressure Work effectively as part of as team in a competitive situation
KNOWLEDGE I know.....	What position I need to get into to throw well	The importance of anticipation in sport and reading others' body language.	To call my name if taking responsibility for a high catch. To play with composure under pressure	The importance of reading a game and anticipating How to find space and be aware of others.	That having too many people shouting instructions can confuse people	To demonstrate the school games values of passion, self-belief, respect, honesty, determination and teamwork. The importance of great communication
ASSESSMENT I can...	Anticipate, find space and show awareness of others	Communicate effectively and listen to others	Demonstrate specific tactical awareness	Anticipate, find space and show awareness of others	Communicate effectively and listen to others	Demonstrate specific tactical awareness

Dodgeball

Year 3 & 4 Dodgeball

A net wall unit, this combines skills of throwing, evading and catching whilst developing tactical awareness decision making under pressure.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Throw overarm powerfully and accurately. Keep my eye on the opposition at all times.	Keep my eye on the opposition at all times. Time when to move to the net to throw	Catch to bring team-mates back into the game. Judge which balls to try and catch and which to dodge	Show good peripheral awareness. Adapt to different rules quickly.	Attack decisively Defend skilfully Work alongside others to agree tactics	Make good decisions at crucial times of games Compete with passion, self-belief, respect, honesty, determination and teamwork.
KNOWLEDGE I know.....	To aim low and throw down to make it harder for the other team to catch me. When to attack and when to defend.	To keep on the move to make myself more difficult to hit.	The consequences of dropping an attempted catch.	How to evaluate and improve the performance of my team	The rules of different versions of dodgeball.	That tactics need to be decided on as a team
ASSESSMENT I can...	Work alongside and against others when attacking and defending	Work well with others in a range of contexts.	Demonstrate understanding and interpretation of the rules and accepts decisions given.	Work alongside and against others when attacking and defending	Work well with others in a range of contexts.	Demonstrate understanding and interpretation of the rules and accepts decisions given.

Dodgeball

Year 5 & 6 Dodgeball

Children develop their understanding of when and how to attack and defend in this unit and their awareness of their own strengths and that of their opponents.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Throw hard and low at my opponents. I can dodge to evade the ball. I can catch balls to get teammates back in the game	Dodge balls well that are thrown at me Throw with increasing power and at a low trajectory	Catching balls low down and thrown at pace at me	Use a ball to block incoming fire. Play adapted games with special rules	Play, abiding by the rules. Work as a group to come up with some tactics.	Choose the right moment to attack and defend. Compete against others effectively.
KNOWLEDGE I know.....	To aim low to get an opponent out Not to turn my back on the other team.	That by moving around I make myself more difficult to hit	That if I drop an attempted catch I am out. When it is wise to attempt to catch the ball and when to dodge.	That I need to work as part of a team. What I need to do when my team is down to the last couple of players	The agreed rules of the game and can officiate if asked.	What my own strengths are and where I can improve. Who to target on the opposition and what tactics might be best deployed.
ASSESSMENT I can...	Understand how to work alongside and against others when attacking and defending	Work well with others in a range of contexts.	Demonstrate understanding and interpretation of the rules and accepts decisions given.	Understand how to work alongside and against others when attacking and defending	Work well with others in a range of contexts.	Demonstrate understanding and interpretation of the rules and accepts decisions given.

Flag Football

Year 3 & 4 Flag Football

In this unit children learn how to send and receive, They learn how to run different lines and the importance of planning and communicating their attacks as a team.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Tag opponents Dodge off both feet to evade opponents Track an opponent	Grip a ball correctly. Send the ball accurately using a javelin pass	Perform a snap centre-quarterback exchange Grab opponent's tags consistently as they try to attack	Receive a ball whilst on the move. Run lines of attack	Run different types of lines and receive a ball whilst on the run. Play a modified game of the full game of Flag Football	Defend zonally or man to man Play a game by the rules of Flag Football
KNOWLEDGE I know.....	To get sideways on when defending	To be in a good ready position and to move quickly to receive the ball. That attacking and defending are both crucial to a team's success.	To run hard to commit defenders.	To communicate with my quarter back before I run a line. What players in different positions do	Different types of line that I can run. What the line of scrimmage is. What a 'down' and 'snap' are	The school games values and the importance of demonstrating them Different ways of defending
ASSESSMENT I can...	Understand how to work alongside and against others when attacking and defending	Communicates effectively and listens to others	Applies skills effectively in different situations and within a range of physical activities	Understand how to work alongside and against others when attacking and defending	Communicates effectively and listens to others	Applies skills effectively in different situations and within a range of physical activities

Flag Football

Year 5 & 6 Flag Football

In this unit children learn how to defend in different ways and how to develop cohesive strategies in attack and defence.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Send the ball accurately using a javelin pass. Pass and move to a new space	Grab an opponent's tags consistently as they try to attack. Carry out a basic and an advanced snap	Receive a hand off securely. Evade others by stepping off both feet	Throw overarm with accuracy Run lines of attack	Run different types of lines. Receive a ball whilst on the run. Plan an attacking strategy	Play man to man and zonal defence. Work with others to adopt a defensive strategy
KNOWLEDGE I know.....	How to grip the ball To be in a good 'ready position' to move quickly and receive the ball	How to perform a snap centre-quarter-back exchange	To create 'a pocket' when playing as running back and taking the ball from the quarter back	What the functions of some of the positions are.	What the different positions involve. That I need to contribute to working out some attacking strategies with my teammates	What the line of scrimmage is. What the different pitch markings mean
ASSESSMENT I can...	Understand how to work alongside and against others when attacking and defending	Communicates effectively and listens to others	Applies skills effectively in different situations and within a range of physical activities	Understand how to work alongside and against others when attacking and defending	Communicates effectively and listens to others	Applies skills effectively in different situations and within a range of physical activities

Football

Year 3 & 4 Football

In this unit children learn how to manipulate a ball and send and receive it. They learn how to defend against an attacker and how to work collaboratively in attack and defence.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Trap a ball and cushion it when receiving. Pass the ball accurately	Dribble a ball using both feet and manipulate it using different parts of the foot Shield a ball from an opponent.	Turn confidently with a football. Play a small game and demonstrate my turns.	Make good decisions when in possession Use a numerical advantage by overloading, overlapping and underlapping	Defend well, watching the ball, jockeying to await the moment to pounce and being decisive. Focus and retain my concentration when the ball isn't in my area of the pitch	Show the skills and knowledge you have developed in a competitive environment. Get into sideways positions when receiving the ball.
KNOWLEDGE I know.....	To be on the balls of my feet when waiting to receive a pass. To move into space after passing. To use the inside of my foot to send when passing over short distances.	How to position my body in relation to the ball and my opponent when shielding. Why it's important to take touches with different parts of the foot when dribbling.	To get the ball out wide and use the full width of the pitch Which might be the best turn to use in certain circumstances	How to defend against someone when in a 1v1 situation. When to overlap and underlap	That the team needs to be balanced and that means sometimes playing in a position which isn't my favourite. To pass and move into space	The importance as a defender of getting into a sideways position where they can see the football and their opponent. To always be planning ahead when out of possession
ASSESSMENT I can...	Link skills to perform actions and sequences of movement	Demonstrate leadership skills.	Demonstrate understanding and interpretation of rules and accept decisions given	Link skills to perform actions and sequences of movement	Demonstrate leadership skills.	Demonstrate understanding and interpretation of rules and accept decisions given

Football

Year 5 & 6 Football

In this unit children recap some of the fundamental skills and work on their decision making and how to use attacking and defending principles in game situations.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Demonstrate skill and close control. Pass the ball and move into space	Combine skills to allow my team to retain possession. Dribble at different tempos	Identify which shooting technique to use to be successful. Keep the ball moving when running at an opponent	Communicate well with my teammates. I can defend thoughtfully, slowing attackers down and not overcommitting too soon	Combine skills to create a goal scoring opportunity. Make the most of having and extra player/s on my team	Cooperate, communicate and collaborate with others to achieve shared goals. Officiate if given the chance. Play competitive games and control my emotions
KNOWLEDGE I know.....	To move to space after passing. To anticipate that the ball might come to me at any moment	How to get free from a defender. To dribble with the ball close to me and my head up	To run at pace when trying to dribble past a defender. When defending how to make it harder for the attacker	The skills required to be able to defend well against an opponent	What an overload, overlap and underlap are. The importance of concentration and discipline when defending	The rules of the game To demonstrate the school games values of passion, self-belief, respect, honesty, determination and teamwork.
ASSESSMENT I can...	Links skills to perform actions and sequences of movement	Demonstrate leadership skills.	Demonstrate understanding and interpretation of rules and accept decisions given	Link skills to perform actions and sequences of movement	Demonstrate leadership skills.	Demonstrate understanding and interpretation of rules and accept decisions given

Gym

Year 3 Gymnastics Linking movements together

Linking movements together

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Step gracefully and with control Turn through 90, 180, 270 and 360 degrees Spin on points and patches	Hold balances with good control Find ways of moving out of one balance and into another	Show different graceful ways of getting from floor to ground and vice versa Link high and low moves	Explore a variety of rolls Create a sequence of rolls and balances	Travel on patches close to the ground Perform with work at contrasting levels.	Perform a range of gymnastic movements at my own level Link movements seamlessly.
KNOWLEDGE I know.....	The difference between a point and a patch To spin with control	The importance of working at different levels How to move from one shape to another smoothly	The importance of contrasts in my work How to perform symmetrically and asymmetrically.	How to use the space available to the best of my ability The importance of control in everything I do.	The importance of a good starting position and finishing position. To move with control with good quality transitions between movements.	The importance of up levelling my work and acting upon feedback My own ability and choose to perform moves which are within my limitations
ASSESSMENT I can...	Demonstrate agility, balance, coordination and precision.	Evaluate the work of others using correct technical language	Be self-motivated and physically confident and actively engage in competitive situations	Demonstrate agility, balance, coordination and precision.	Evaluate the work of others using correct technical language	Be self-motivated and physically confident and actively engage in competitive situations

Gym

Year 3 Gymnastics Receiving body weight

Receiving body weight

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Take weight on patches. Create asymmetrical and symmetrical shapes in balances on patches	Take body weight on my back and shoulders both in balance and in motion. Perform in front of my peers with physical confidence	Take weight on my hands as part of a sequence of moves Go into inversion	Take my weight on my back, bottom and shoulders both in balance and in motion	Perform shoulder and teddy bear rolls Take my weight on my back, bottom and shoulders both in balance and in motion	Perform with control and a range of dynamics Receive, and hold my own body weight through a variety of points and patches, both in balance and in motion
KNOWLEDGE I know.....	The difference between symmetrical and asymmetrical work. The importance of clarity in my shapes	What inversion is How to feedback constructively to a partner	How to perform a cartwheel A variety of moves where I can take weight on hands.	The importance of good timing and control in my movements	The technique for rolling safely on my shoulders and in a teddy bear roll How to travel like a spider	What points and patches are Share the apparatus space with others
ASSESSMENT I can...	Demonstrate agility, balance, coordination and precision.	Evaluate the work of others using correct technical language	Be self-motivated and physically confident and actively engage in competitive situations	Demonstrate agility, balance, coordination and precision.	Evaluate the work of others using correct technical language	Be self-motivated and physically confident and actively engage in competitive situations

Gym

Year 3 Gymnastics Symmetry & asymmetry (partners)

Symmetry & asymmetry (partners)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Create a sequence using different spins on patches. Perform with smooth transitions	Create a sequence of spins on points at different levels and with smooth transitions	Spin symmetrically and asymmetrically on points and patches Work at different levels	Forward roll Perform a series of symmetrical and asymmetrical rolls with a partner	Work in different formations Perform in unison with others	Create a sequence using a range of symmetrical and asymmetrical gymnastic moves Alternate between performing symmetrically and asymmetrically
KNOWLEDGE I know.....	How to use feedback to improve my sequencing work	The importance of working with control and good transitions between movements.	What symmetrical and symmetrical shapes look like. The importance of clear starting and finishing positions	How to work constructively with a partner Different ways of performing with a partner.	How to work in time with a partner	How to listen to peer assessment and use the comments to up level my work.
ASSESSMENT I can...	Demonstrate agility, balance, coordination and precision.	Evaluate the work of others using correct technical language	Be self-motivated and physically confident and actively engage in competitive situations	Demonstrate agility, balance, coordination and precision.	Evaluate the work of others using correct technical language	Be self-motivated and physically confident and actively engage in competitive situations

Gym

Year 4 Gymnastics Arching and bridges

Arching and bridges

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Support my body weight on my hands and feet only Spin from one means of support to another	Spin and take my weight in my hands Perform sequences using front and back asymmetrical supports and symmetrical spinning	Create sequences involving different controlled rolls and front and back supports	Create sequences, moving seamlessly from front and back supports to other balances Form different shapes with my legs whilst in shoulder balances	Work in different formations within a sequence Perform in unison to a set count	Work in a pair Create a sequence of front and back supports which involve working under and over
KNOWLEDGE I know.....	What points and patches are The importance of control in my movements	To use the floor space imaginatively as well as the apparatus To change direction and the level I am working at	To use feedback to up level my work	Different ways of supporting myself in shoulder balances	How to work in tandem with a partner in different ways	What the School Games Values are, and the importance of applying them.
ASSESSMENT I can...	Performs with control and poise.	Evaluate the work of others using correct technical language	Be self-motivated and physically confident and actively engage in competitive situations	Performs with control and poise	Evaluate the work of others using correct technical language	Be self-motivated and physically confident and actively engage in competitive situations

Gym

Year 4 Gymnastics Partner work - Pushing and pulling

Partner work - Pushing and pulling

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Balance on different points and patches Match a partner's moves in synchrony	Compose a sequence with a partner Perform elements of my sequence in contrast to a partner	Match my partner's asymmetrical balances Work with contrasting dynamics to my partner	Work alongside a partner to produce our best work Create a sequence involving matching and contrasts	Work in a group Help to compose and then perform a sequence with contrasting and matching shapes and moves	Work at contrasting levels. Perform in unison and canon
KNOWLEDGE I know.....	What a point of contact is.	What a contrast is Know how to contrast in terms of working at different levels; in different directions; in different pathways and at different speeds	How to work with a partner and perform in unison How to act upon feedback from others	How to move from the same position to a contrasting one to my partner and then back to the same	How to communicate and negotiate with others when composing.	What the School Games Values are, and the importance of applying them.
ASSESSMENT I can...	Performs with control and poise.	Evaluate the work of others using correct technical language	Be self-motivated and physically confident and actively engage in competitive situations	Performs with control and poise	Evaluate the work of others using correct technical language	Be self-motivated and physically confident and actively engage in competitive situations

Gym

Year 4 Gymnastics Rolling & travelling low

Rolling & travelling low

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Forward roll with good technique and control Perform a forward roll as part of a sequence of rolls	Link forward rolls into a rolling sequence seamlessly Roll along benches, nesting tables, round tables or horses or even bars on the climbing frame	Roll backwards and come to standing without knees touching the mat Roll backwards into straddle	Create a sequence involving a variety of rolls Roll over a partner	Mirror a partner's rolls with good timing Act on feedback from others	Produce a sequence of rolls which show elements of unison, canon and mirroring
KNOWLEDGE I know.....	How to perform a forward roll safely.	How to adjust my hands when rolling along or over apparatus	The correct technique for rolling backwards.	How to roll over a partner safely.	How to mirror a partner on the apparatus	How to present myself when performing for others
ASSESSMENT I can...	Performs with control and poise.	Evaluate the work of others using correct technical language	Be self-motivated and physically confident and actively engage in competitive situations	Performs with control and poise	Evaluate the work of others using correct technical language	Be self-motivated and physically confident and actively engage in competitive situations

Gym

Year 5 Gymnastics Matching, mirroring and contrast

Matching, mirroring and contrast

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Perform matching moves with a partner within a sequence. Hold balances on different numbers of points of contact	Control an Arabesque Contrast my partner's moves so that we work at different levels and in different pathways.	Perform a sequence mirroring a partner's symmetrical and asymmetrical shapes?	Perform a sequence with a partner which moves from matching moves to contrasting	Work as a group to demonstrate fluent routines involving mirroring and contrasts	Perform elements of unison and canon in a group routine
KNOWLEDGE I know.....	Some interesting ways of transitioning from one move to another.	How to perform an Arabesque To use gymnastic terminology in my feedback	How to mirror, and in unison with my partner.	The importance of timing and how to ensure I work in synchrony with my partner.	How to communicate and negotiate to agree a sequence as a group	How to perform effectively in canon
ASSESSMENT I can...	Link skills to perform actions and sequences of movement	Evaluate the work of others using correct technical language	Enjoy competing and challenging myself to improve	Link skills to perform actions and sequences of movement	Evaluate the work of others using correct technical language	Enjoy competing and challenging myself to improve

Gym

Year 5 Gymnastics Partner work - under and over

Partner work - under and over

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Roll over my partner who is in a long pencil shape	Form strong arches and bridges Create a sequence with a partner involving supporting body weight on front and back.	Leapfrog others safely Create opportunities for others to travel over and under me	Work with a partner to travel over and under on both floor and benches. Travel in lots of interesting ways over benches creating fluent and controlled sequence	Travel over a partner by taking weight on my hands Spin from a front to a back support over my partner who is in a pencil shape	Work over an under on the floor and appratus Perform with good technique and seamless transitions
KNOWLEDGE I know.....	That I need to get some momentum through my forward and backward rolls to be able to get back to my feet	What an arch and bridge are	How to leapfrog safely	How to vary the speed of my movements to demonstrate contrast	How to refine sequences ensuring real quality in my work	How to perform to an audience
ASSESSMENT I can...	Link skills to perform actions and sequences of movement	Evaluate the work of others using correct technical language	Enjoy competing and challenging myself to improve	Link skills to perform actions and sequences of movement	Evaluate the work of others using correct technical language	Enjoy competing and challenging myself to improve

Gym

Year 5 Gymnastics Synchronisation & canon

Synchronisation & canon

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Slide, scramble, push and spin Work with a partner to create a sequence	Perform in canon to a consistent tempo so that my sequence flows	Create a sequence working at different levels and with different dynamics	Perform balances on patches and in unison and rolls in canon Work symmetrically and asymmetrically	Perform in a group demonstrating different dynamics- changes of level, speed and direction	Perform a routine as a group displaying canon and unison Work in different pathways with my group
KNOWLEDGE I know.....	How to use feedback to up level my work.	How to coordinate my moves in time with my partner	What counter tension balances are	What unison and canon are. How to work in symmetry and asymmetrically.	How to work cooperatively and collaboratively with others.	How to perform to an audience
ASSESSMENT I can...	Link skills to perform actions and sequences of movement	Evaluate the work of others using correct technical language	Enjoy competing and challenging myself to improve	Link skills to perform actions and sequences of movement	Evaluate the work of others using correct technical language	Enjoy competing and challenging myself to improve

Gym

Year 6 Gymnastics Flight

Flight - Children learn how to jump in different ways and perform shapes in flight which are varied and aesthetically pleasing.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Take off from one foot and two feet Gain elevation from a powerful run and dynamic take off.	Take off from one foot and two. Create shapes whilst in flight.	Land with soft knees and in a strong symmetrical position. Share space and apparatus safely with others	Mount and dismount the apparatus safely in imaginative ways. Leapfrog.	Perform jumps gracefully How to cat spring A range of interesting jumps	Explore different levels in my sequences to include flight and travelling close to the ground. Work to create a sequence as a group
KNOWLEDGE I know.....	How to land safely. A variety of shapes in the air.	How to use apparatus as part of my jumping. How to make my jumps aesthetically pleasing	To take off one foot and then spring from two into flight. What safe mounts and dismounts look like.	How to mount and dismount the apparatus safely. How to leapfrog safely	Different ways of linking movements and jumps. How to use different pathways within my flight sequences.	What canon and unison are. The importance of timing when performing as a group
ASSESSMENT I can...	Link skills to perform actions and sequences of movement	Evaluate the work of others using correct technical language	Enjoy competing and challenging myself to improve	Link skills to perform actions and sequences of movement	Evaluate the work of others using correct technical language	Enjoy competing and challenging myself to improve

Gym

Year 6 Gymnastics Group sequencing

Group sequencing. Children work using different choreographic styles to formulate work which is aesthetically pleasing

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Work in a group of 4 to create a sequence of rolls. Perform in unison. Work as part of a team to create sequence starting & finishing points are clearly defined.	Work in a group of 6 to create a sequence involving different formations and pathways. Work as part of a team to create a sequence involving flight.	Create a sequence working at different levels and with different dynamics. Spin on a variety of points and patches	Take weight on my hands in different ways Travel on different body parts	Perform a sequence as a group with changes in direction, level and speed. Create sequences with pathways that cross.	Mirror asymmetrical body shapes within a group. Time my moves within a group sequence
KNOWLEDGE I know.....	What unison is How to transition from one roll to another.	How to jump safely How to mount and dismount apparatus safely	What points and patches are. What mirroring, canon and unison are.	How to change the dynamics within a sequence	How to adapt a floor sequence to make it work on the apparatus	How to perform in front of an audience
ASSESSMENT I can...	Link skills to perform actions and sequences of movement	Evaluate the work of others using correct technical language	Enjoy competing and challenging myself to improve	Link skills to perform actions and sequences of movement	Evaluate the work of others using correct technical language	Enjoy competing and challenging myself to improve

Gym

Year 6 Gymnastics Counter balance and counter tension

Counter balance and counter tension. Children use push and pull forces to create work a part of wider sequences

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Hold controlled balances on a variety of points and patches on a given number of body parts. Create a sequence of moves in unison with a partner.	Evaluate the work of others. Hold a range of symmetrical&asymmetrical counter balances. I can work at different levels with weight on a variety of points and patches.	Hold a range of symmetrical and asymmetrical counter balances. Roll as part of a balancing and rolling sequence Challenge myself to improve	Hold a range of symmetrical & a balances counter balances with a partner. Use my own body weight in opposition to the apparatus. Link skills to perform actions and sequenc-	Perform a sequence in canon at different levels. Link asymmetrical counter tension balances and counter balances using transitional moves.	Work in a group. Perform asymmetrical counter balances in a sequence using canon or unison. Use the apparatus and/or pupils when balancing.
KNOWLEDGE I know.....	How to links skills to perform actions and sequences of movement. What counter balancing is	Technical language associated with gymnastics What push and pull forces are.	How to use a range of dynamics to make my sequence aesthetically pleasing. How to peer assess A range of pathways	What counter tension is, How to use a range of dynamics to make my sequence aesthetically pleasing.	What the difference between counter tension and counter balance is. How to perform effectively in canon.	What the difference between counter tension and counter balance is. How to use a combination of canon and unison in a group sequence.
ASSESSMENT I can...	Link skills to perform actions and sequences of movement	Evaluate the work of others using correct technical language	Enjoy competing and challenging myself to improve	Link skills to perform actions and sequences of movement	Evaluate the work of others using correct technical language	Enjoy competing and challenging myself to improve

Handball

Year3 & 4 Handball

In this unit children learn how to bounce, dribble, pass and shoot. They learn how to play a game by the rules

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Send using a javelin style pass accurately. Catch a handball on the run	Pass and receive the ball on the move Pass quickly under pressure	Throw/shoot accurately using good overarm technique.	Intercept passes Block a shot	Participate purposefully in a small sided game Play to the rules of the game	Show a wide range of skills Play in a variety of positions with equal proficiency Keep control of my emotions whilst playing a tournament
KNOWLEDGE I know.....	To signal with my hands when I want to receive a pass. To move into space after passing How to perform in unison	If a player holds possession, they can dribble or take three steps for up to three seconds without dribbling.	How to back up teammates when throws are wild and misplaced.	The rules of handball. How to make the most of having an extra player	That I need to adapt a plan if the team goes down to having one fewer player.	The importance of demonstrating values of teamwork and sportsmanship.
ASSESSMENT I can...	Understand how to work alongside and against others when attacking and defending	Communicate effectively and listen to others	Be self-motivated and physically confident and actively engage in competitive situations.	Understand how to work alongside and against others when attacking and defending	Communicate effectively and listen to others	Be self-motivated and physically confident and actively engage in competitive situations.

Handball

Year 5 & 6 Handball

In this unit children learn to apply a wider range of skills and learn how to develop tactics in handball

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Get into a good ready position to move quickly and receive the ball. I can send a ball accurately I can dribble a ball through different pathways	Dribble a ball in front of me whilst travelling. Receive the ball sideways on	Dribble a ball in front of me whilst travelling. Receive the ball sideways on	Anticipate the play. Shoot with power and accuracy. Pass out of the back of my hand	Fake and Go Disguise passes and dummy pass	Apply a range of kills purposefully in a game. Demonstrate the school games values of passion, self-belief, respect, honesty, determination and teamwork.
KNOWLEDGE I know.....	To signal with my How to back-up other players To get sideways on when throwing overarm.	How to shield a ball using my body. What the court markings symbolise in handball	How to shield a ball using my body. What the court markings symbolise in handball	The basic rules of handball	How to 'fake and go' and when to use it.	The rules of handball How to agree decisions as a group.
ASSESSMENT I can...	Work alongside and against others when attacking and defending	Communicate effectively and listen to others	Be self-motivated and physically confident and actively engage in competitive situations.	Work alongside and against others when attacking and defending	Communicate effectively and listen to others	Be self-motivated and physically confident and actively engage in competitive situations.

Health Related Fitness

Year 3 & 4 HRF

In this unit we will develop a range of the components of fitness whilst developing in children an understanding of how we target specific elements of fitness and the importance of body preparation and cooling down after.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Warm up and cool down after exercise. Sustain my performance even when tiring	Perform a variety of yoga poses. I can retain my focus and concentrate on the quality of my own work.	Demonstrate good core strength. Keep going even when my muscles are really fatiguing	Jump dynamically Land safely	Start and finish a sprint race with good technique. Demonstrate good sprinting technique	Refine my techniques. Improve on previous personal bests
KNOWLEDGE I know.....	What stamina is and can you sustain physical exertion over periods of time. How to adapt exercises to make them easier/ harder	What flexibility is and why it is important in life. Why relaxation is important .	Why core strength and flexibility are important in almost every sport. A range of exercises that can help me develop my fitness	What plyometrics are and how practising them can benefit me in PE. What area of fitness plyometrics is developing	What different parts of my body should be doing when I am sprinting. How to start and finish a sprint race	Why it is important to cool down and stretch after vigorous exercise.
ASSESSMENT I can...	Warm up prior to exercise and sustain performance over periods of time	Reflect and recognise success in myself and others	Enjoy competing and challenging myself to improve	Warm up prior to exercise and sustain performance over periods of time	Reflect and recognise success in myself and others	Enjoy competing and challenging myself to improve

Health Related Fitness

Year 5 & 6 HRF

Children will learn how and why we warm up in different ways for different events. They will work on specific areas of fitness and get the opportunity to set up their own circuit challenges too

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Sustain my pace when running. Motivate myself to do my best in a range of exercises	Show determination and perseverance. Run for a period of time, maintaining a good pace	Perform a variety of exercises demonstrating good technique Work with determination	Perform exercises with control and good technique. Show a desire to improve on previous performances	Improve on previous performances. Prepare properly for exercise.	Communicate and negotiate with others to agree what we are going to do as a group Work as part of a group to set up a circuit of exercises.
KNOWLEDGE I know.....	The physical and mental benefits of regular exercise. Why flexibility is important.	Why core strength is important in most sports. Why stamina is very important in some sports	How to develop all round strength for my body. Why relaxation and stretching is an important part of all athletes training	Why it is important to warm up prior to exercise. How drinking water can rehydrate the body	What factors have contributed to any improvement in performance. How to measure elements of fitness	What exercises will develop core strength How to set up a circuit of exercises
ASSESSMENT I can...	Warm up prior to exercise and sustain performance over periods of time	Reflect and recognise success in myself and others	Enjoy competing and challenging myself to improve	Warm up prior to exercise and sustain performance over periods of time	Reflect and recognise success in myself and others	Enjoy competing and challenging myself to improve

Hockey

Year 3 & 4 Hockey

In this unit we learn how to grip the stick, of the importance of safety and of abiding by rules. Also we learn how to pass, receive and dribble in different ways and to put skills together in small games

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Dribble a ball confidently. Stop a ball	Develop my dribbling technique Change direction easily	Pass a ball accurately. Control a ball sent to me.	Pass in a variety of ways using good technique. Receive a pass on the run.	Perform a jab tackle Play advantage appropriately	Can you compete in a hockey tournament? Work effectively as part of a team
KNOWLEDGE I know.....	How to hold the stick and that everybody plays field hockey right handed.	The importance of good close control To put my body between the ball and my opponent when shielding it	The technique of push passing. Not to raise the stick above waist height	The technique for push passing. To use a short and flat backswing, with the stick parallel to the ground when hitting a slap pass.	What to do if the ball hits someone's feet. How to jab tackle	How to make a plan before each game. The school games values
ASSESSMENT I can...	Demonstrate agility, balance, coordination and precision	Evaluate the work of others, using correct technical language.	Apply skills effectively in different situations and within a range of physical activities	Demonstrate agility, balance, coordination and precision	Evaluate the work of others, using correct technical language.	Apply skills effectively in different situations and within a range of physical activities

Hockey

Year 5 & 6 Hockey

In this unit the children will refine different dribbling, tackling, shielding, passing and receiving techniques. They will play games including games whereon team has a numerical advantage and look to deepen their understanding of the principles of attack and defence

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Hold the stick correctly. Dribble the ball with my head up.	Indian dribble Push pass accurately.	Jab tackle Send and receive under pressure Pass and move	Work with a partner to get past a defender. Develop a range of attacking skills and strategies	Develop my skills in different positions. Support my teammates by communicating with them	Respect the rules of the game and decisions of my peers. Adapt tactics in a game if they are not working.
KNOWLEDGE I know.....	If using Quick Sticks that everybody plays right handed. I can only use the flat side of the stick. That I can't lift the stick higher than my waist.	That I need to use the flat side of the stick only The technique for push passing How to receive a ball by cushioning its impact.	How to carry out a jab tackle That I need to move to space after passing.	When to pass a ball and when to dribble. When defending, to close the space	To use the width of the pitch when attacking. How to play in a formation How to make the most of a numerical advantage	The rules of hockey and how to officiate a game. To demonstrate the school games' values
ASSESSMENT I can...	Demonstrate agility, balance, coordination and precision	Evaluate the work of others, using correct technical language.	Apply skills effectively in different situations and within a range of physical activities	Demonstrate agility, balance, coordination and precision	Evaluate the work of others, using correct technical language.	Apply skills effectively in different situations and within a range of physical activities

Invasion Games

Year 3 & 4 Invasion Game Skils

Children will learn different attacking and defending skills and strategies which are transferable across different sports.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Dodge Be aware of my environment and others	Get into good positions to receive a ball Pass and move into space	Shield a ball from an opponent Turn in different ways whilst in possession	Dribble with control and using both hands/ feet Deceive my opponents by feinting/ dummying/ giving the eyes	Close the space and then jockey awaiting for my opponent to lose control Force my opponent onto their weaker side	Communicate with my fellow players to make sure everyone is in the right position and alert
KNOWLEDGE I know.....	I know to travel with my head up.	To signal for the ball with my hands so as not to alert defenders .	To get my body between my opponent and the ball	How to dummy pass How to trick opponents by looking one way and then passing another	Close the space down quickly when defending The importance of keeping my eye on the ball and not player's feet when defending	The importance of clearing the danger in any way possible near my goal
ASSESSMENT I can...	Anticipate; find space and be aware of others	Communicate effectively and listens to others.	Demonstrate sporting values.	Anticipate; find space and be aware of others	Communicate effectively and listens to others.	Demonstrate sporting values.

Invasion Games

Year 5 & 6 Invasion Game Skils

Children will learn to use the width of the pitch when attacking and how to overload. They will learn to condense space and to communicate well as part of a defence

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Show a range of dribbling skills when in possession I can shoot	I can adopt sideways on positions to receive the ball Use the full width of the pitch	Overlap and underlap Make runs which overload the other team's defence	Defend one on one Track an opponent playing man to man Adopt a low press and defend a zone	Pass attackers on to other defenders when they run across the pitch. Come off my line, if I am in goal, to narrow the angle	I can be mobile and fluid in my attacking and not stick rigidly to one positions Make use of extra players
KNOWLEDGE I know.....	Good technique for shooting with my feet and hands The importance of keeping my eye on the ball	That I get a better view of the whole pitch when I get wide and sideways on. That sometimes it is better to go backwards with the ball if nobody is free forwards	When to attack and when not to How to create space for my teammates	The importance of defending as a team That I need to be alert in defence and always have on eye on the ball and one on my opponent. That there are different ways to defend	Goalkeeper can play as an add defender if they are alert & prepared to move Strategies to cope with having fewer players than my opponents by having good shape,discipline	To make diagonal runs to confuse defenders To communicate with my fellow attackers to confuse defenders.
ASSESSMENT I can...	Understand how to work alongside and against others when attacking and defending	Demonstrate leadership skills.	Demonstrate specific tactical awareness.	Understand how to work alongside and against others when attacking and defending	Demonstrate leadership skills.	Demonstrate specific tactical awareness.

Lacrosse

Year 5 & 6 Lacrosse

In this unit children learn how to scoop the ball up, cradle it whilst they run and to throw, catch and shoot. They also learn the different grips needed to propel the ball and the rules of the game.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Hold the stick correctly Scoop a ball using the correct technique Carry a ball using cradling technique	Scoop the ball consistently Cradle the ball and evade opponents	Throw and catch consistently well Adjust my grip on the stick to throw and then catch	Play a game incorporating the skills of cradling, scooping, throwing, catching and shooting Send and receive a ball confidently	Shoot from left and right Force my opponent onto their weaker side when I am defending them	Demonstrate sporting values Make a good contribution, attacking and defending, in a game
KNOWLEDGE I know.....	How to hold a stick to cradle and scoop. How to pick a ball up using my stick. The technique involved in cradling.	How to position my hands and how to cradle .	How to position my stick to receive a pass That I need to cushion the ball as it hits my net	That I can only run for a defined length of time when in possession. To change my grip for throwing and catching	To change my grip to shoot When defending to try and force my opponent onto their weaker side.	The rules and the need to abide by them How to restart games
ASSESSMENT I can...	Demonstrates agility, balance, coordination and precision	Evaluate the work of others using correct technical language	Demonstrate sporting values	Demonstrates agility, balance, coordination and precision	Evaluate the work of others using correct technical language	Demonstrate sporting values

Leadership

Year 5 & 6 Leadership

In this unit children learn to lead, officate and organise in physical education activities, games and other settings

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Recognise when the teams are unfair See when children might get bored because there is a lack of challenge	Sort teams quickly and efficiently Arrange tasks for maximum involvement for everyone	Suggest ways to manage inappropriate behaviour effectively	Lead a warm up effectively	Work with others to apply a plan	Keep going when things are not necessarily going as I would want them to
KNOWLEDGE I know.....	That leaders are creative and enthusiastic That we can change activities if they are not working	A variety of ways of picking teams and the pros and cons associated with each.	What inappropriate behaviour looks like and some strategies for dealing with it.	How to work independently The importance of clear instructions	That the team needs a plan before an activity begins	How to speak encouragingly to teammates
ASSESSMENT I can...	Performs with control and poise.	Demonstrates leadership skills.	Enjoys competing and challenging him/herself to improve.	Performs with control and poise.	Demonstrates leadership skills.	Enjoys competing and challenging him/herself to improve.

Netball

Year 3 & 4 Netball

In this unit we learn the fundamental skills of passing, catching, moving into space, intercepting, tracking and shooting. We also cover the rules of High 5 and the different roles within the game.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Send a netball accurately in a variety of ways Pass under pressure	Pass netball to bypass a defender by passing quickly, or using feinting or by, 'giving the eyes.' Defend individually and/or as part of a team	Attack by being fluid in my positioning, using the width and passing quickly.	Shoot using good technique. Play in a game showing a range of skills and awareness of where I can go on court	Play a game of High 5, abiding by the rules of the game. Take up multiple roles within the game.	Track an opponent on court. Demonstrate the school games values of passion, self-belief, respect, honesty, determination and teamwork.
KNOWLEDGE I know.....	Which type of passing technique to use depending on the distance I am sending the ball. To pass within 3 seconds of receiving the ball.	A good starting position when defending .	That I need to pass in front of my teammates so they can run on to the ball.	The correct technique for shooting Rules which apply to attackers and defenders when shooting	How to officiate. How to be involved in the game even when not on court and take on added roles and responsibilities within the game.	How to officiate and take on added roles and responsibilities within the game.
ASSESSMENT I can...	Understand how to work alongside and against others when attacking and defending	Reflect and am able to recognise success in self and others	Demonstrate understanding and interpretation of rules and accept decisions given.	Understand how to work alongside and against others when attacking and defending	Reflect and am able to recognise success in self and others	Demonstrate understanding and interpretation of rules and accept decisions given

Netball

Year 5 & 6 Netball

In this unit children get to experience match play having refined the specific skills involved in the game. They learn the positions, the restrictions within each role and what the rules of the game are.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Send a netball in a variety of ways. Receive a ball and already know what I want to do with it.	Pass accurately and using a variety of passes Anticipate the play and release the ball quickly and efficiently	Shoot with good technique Land and pivot to pass the ball.	Shoulder pass accurately and with force. Create space for myself.	Position myself to take rebounds from missed shots Participate purposefully in a netball match	Apply some tactics we have decided on as a team Play by the rules
KNOWLEDGE I know.....	How to signal for a pass That I need to move to new space after passing.	How to disguise my passes That when I get sideways on to receive a ball it opens up the court .	What the terms, 'landing foot, pivot and stepping' mean. The rules around shooting	Some attacking principles. To communicate non verbally on court	What the different roles are within High 5 netball Where I am allowed on court when playing specific positions	The school games values that I need to display -passion, self-belief, respect, honesty, determination and teamwork. What infringements look like&how to restart after them
ASSESSMENT I can...	Link skills to perform actions and sequences of movement	Work well with others in a range of contexts.	Demonstrate specific tactical/performance awareness.	Link skills to perform actions and sequences of movement	Work well with others in a range of contexts.	Demonstrate specific tactical/performance awareness.

OAA

Year 3 & 4 Outddor Adeventures and Activities

Children learn how to plan and communicate as part of a group before taking on physical challenges

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Work as part of a team. Show enthusiasm, determination and resilience	Work together in a small group to solve problems. Compete under pressure	Negotiate with my group Plan a route map.	Work with others to solve problems Follow the rules of an activity	Identify areas of the school grounds using a map. Run and think simultaneously to compete in a competition	Identify where a number of controls are situated around the school grounds via photographic clues. Take photographs of interesting places around the school site
KNOWLEDGE I know.....	How to use the process of elimination to work out symbols I don't know	I have to communicate well and negotiate to solve problems in a group. To persevere and try again when things don't go immediately to plan.	The compass points. How to navigate around an area following directions	The importance of listening to others and communicating well.	How to orientate a map and find clues.	How to use an IPad to take photographs How to take turns and use equipment safely
ASSESSMENT I can...	Demonstrates agility, balance, coordination and precision	Thinks creatively to find solutions to challenges	Is self-motivated and physically confident and actively engages in competitive situations	Demonstrates agility, balance, coordination and precision	Thinks creatively to find solutions to challenges	Is self-motivated and physically confident and actively engages in competitive situations

OAA

Year 5 & 6 Outddor Adeventures and Activities

This unit involves using non- verbal and verbal communication and team work to solve a variety of team challenges

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Use non-verbal communication to solve problems. Work as part of a team.	Work with a partner to navigate successfully across and through obstacles whilst blindfolded. Give clear instructions Stay focused	Think creatively to find solutions to challenges. Work together in a small group to solve problems.	Navigate my way around using a map. Demonstrate teamwork and a good level of communication to complete a group task	Work quickly and effectively against the clock. Work with a partner/ group to find a number of controls using a map.	Identify the location of a number of controls which relate to specific letters of the alphabet. Communicate positively with the other members of my team
KNOWLEDGE I know.....	The importance of having a plan before I undertake a challenge.	How to keep a partner safe. Where I need to position myself to give clear instructions and keep my partner safe	That I need to contribute to a plan even if it is only through good listening	How to use a simple map to navigate myself around. The importance of communication and negotiation when working as part of a team	What ordnance survey symbols mean	How to motivate other members of my team. How to use a map
ASSESSMENT I can...	Demonstrates agility, balance, coordination and precision	Thinks creatively to find solutions to challenges	Is self-motivated and physically confident and actively engages in competitive situations	Demonstrates agility, balance, coordination and precision	Thinks creatively to find solutions to challenges	Is self-motivated and physically confident and actively engages in competitive situations

Rounders

Year 3 & 4 Rounders

A unit building on striking and fielding 2 and looking to combine and begin to secure the skills of striking, fielding and running in small game situations.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Send using good throwing technique. Receive using good catching a technique.	Develop basic bowling and batting skills	Develop my throwing skills. Communicate with other players for the good of my team.	Field the ball off the ground using a variety of techniques.	Catch high balls comfortably. Backpedal to catch balls over me.	Perform well in a range of positions in a competitive game
KNOWLEDGE I know.....	Make decisions about when to run and when not to.	To position myself sideways on when both striking and bowling. How to grip a ball so that it comes out of my fingers smoothly when bowling.	What a no ball is. Why fielders might start off a base and then move to it after a strike.	What ground fielding technique to use at any given time. What happens when I miss a rounder's ball or hit behind me	How to keep score. To call my name if going for a high catch To run after the ball when it goes out of play	How to back up other fielders
ASSESSMENT I can...	Link skills to perform actions and sequences of movement	Demonstrate leadership skills.	Demonstrate understanding and interpretation of rules and accepts decisions given	Link skills to perform actions and sequences of movement	Demonstrate leadership skills.	Demonstrate understanding and interpretation of rules and accepts decisions given

Rounders

Year 5 & 6 Rounders

Moving into more game situations and looking for children to develop their self-awareness and awareness of the ability of others and adjust their own games accordingly.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Catch with soft hands Throw accurately into space.	Bowl accurately at a consistent height. Ground field consistently well	Catch and throw quickly from backstop Strike with some accuracy into a given area	Back up fellow fielders in the outfield. Communicate with my fellow batsmen/women when between bases.	Throw with real accuracy and under pressure. Play a full game in a small group taking on different roles within the team	Adapt my game according to the direct opponent/situation.
KNOWLEDGE I know.....	To try and catch the ball in line with my nose.	What ground fielding techniques to use and can choose the right one for the circumstance. To have a high back lift when batting	How to motivate and support my teammate in the field The rules of rounders	Rules when batting and running between bases.	That fielders on 2nd, 3rd and 4th base can start deep and then come onto their bases as necessary. Importance of great communication when playing rounders.	That I should adjust my position in the field for certain batsmen/women.
ASSESSMENT I can...	Link skills to perform actions and sequences of movement	Demonstrate leadership skills.	Demonstrate understanding and interpretation of rules and accepts decisions given	Link skills to perform actions and sequences of movement	Demonstrate leadership skills.	Demonstrate understanding and interpretation of rules and accepts decisions given

Tag Rugby

Year 3 & 4 Tag Rugby

In this unit children learn how to carry the ball, to score a try and to tag. They learn how to pass the ball and the rules of playing Tag.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Scoop a ball up from the floor. Dodge to avoid being tagged by an opponent. Tag safely	Pocket pass with accuracy from my right and left. Make a target to receive the ball. Send and receive a ball under pressure.	Pass a rugby ball backwards accurately. Dummy a pass	Pass backwards consistently Create an overlap	Pass, missing out players in a line. Set up defensively opposite an opponent	Apply a range of skills effectively in a game of rugby. Play to the rules
KNOWLEDGE I know.....	How to hold a rugby ball How to score a try	To shout 'Tagged' when I grab an opponent's tags. How to restart games after a try has been scored	To run at pace and commit a defender when attacking. To close the space down quickly when defending and then brace myself to grab a tag.	To support the ball carrier by staying just behind them when in the attacking line. What a knock on and forward pass are.	To stagger the attacking line and why we do that. To defend across the width of the pitch.	The offside rule How to restart games after a try
ASSESSMENT I can...	Work alongside and against others when attacking and defending	Communicate effectively and listen to others.	Apply skills effectively in different situations and within a range of physical activities	Work alongside and against others when attacking and defending	Communicate effectively and listen to others.	Apply skills effectively in different situations and within a range of physical activities.

Tag Rugby

Year 5 & 6 Tag Rugby

In this unit children learn to overlap, how to play advantage and to restart after infringements in small sided games

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Pop pass and pocket pass. Tag someone safely. What constitutes a try and what doesn't	Send and receive a ball on the run and under pressure. Pass well to my left and right	Pass a rugby ball backwards consistently. Pass accurately. Dummy a pass.	Pass missing out players in a line. Take a tap penalty with a dummy half	Attack in staggered lines. Organise my position so that I receive passes on the run.	Apply skills effectively Develop game understanding and compete in a game of Tag Rugby
KNOWLEDGE I know.....	How to grip a ball and the importance of carrying it in 2 hands. Know when to pop pass and when to pocket pass.	What position I need to get into when passing left and how it changes when I pass to my right. How to 'roll' my hands when changing position and making catches	To close the space when defending and be wary of the dummy pass. What a knock on is and a forward pass.	What offside is To run on to the ball at pace	To organise attacking lines in a staggered formation either side of the ball. Each team has a limited number of tackles before possession of the ball changes to the other team.	When advantage is and isn't played.That we can operate as a team with a full back That when we get the ball in the centre of the pitch near our opponent's line we stretch their defence.
ASSESSMENT I can...	Work alongside and against others when attacking and defending	Communicate effectively and listen to others.	Apply skills effectively in different situations and within a range of physical activities	Work alongside and against others when attacking and defending	Communicate effectively and listen to others.	Apply skills effectively in different situations and within a range of physical activities.

Team Building and Problem solving

Year 5 & 6 Team Building and Problem Solving

In this unit children learn to lead, officate and organise in physical education activities, games and other settings

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Communicate verbally Use non- verbal communication effectively	Work with others effectively	Make a plan Perform calmly under pressure	Put my trust in others	Work with others to apply a plan	Keep going when things are not necessarily going as I would want them to
KNOWLEDGE I know.....	To make a plan The difference between non-verbal and verbal communication	To respect the opinions of my teammates	To evaluate as a team to see if we can improve in the future.	The importance of clear instructions	That the team needs a plan before an activity begins	How to speak encouragingly to teammates
ASSESSMENT I can...	Performs with control and poise.	Communicates effectively and listens to others.	Is self-motivated and physically confident and actively engages in competitive situations.	Performs with control and poise.	Communicates effectively and listens to others.	Is self-motivated and physically confident and actively engages in competitive situations.

Tennis

Year 3 & 4 Tennis

In this unit children learn how to move around the court, how to control the ball and to send it across the net using a variety of ground strokes.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Take up a 'ready position' and move into good positions to strike a ball. Play a game of hand tennis trying to move my opponent around the court	Hit consistent forehand returns. Get into consistently good positions to hit the ball after one bounce	Get into good positions to play backhand shots. Strike the ball on the backhand with some consistency.	Volley a ball on the forehand and backhand striking the ball downwards.	Serve from the baseline into my opponents side of the court Move into the correct position to play a variety of shots.	Use tactics against an opponent.
KNOWLEDGE I know.....	What the ready position is. To try and get into the centre of the court after playing each shot	To hit with a nice full backswing. To keep my head still and to try and hit with control .	That I can play backhand with one hand or two, whichever feels more comfortable.	To volley a ball by deflecting it downwards.	The rules of tennis How to score	My own and my opponent's strengths and weaknesses
ASSESSMENT I can...	Link skills to perform actions and sequences of movement	Reflect and recognise success in myself and others.	Demonstrate specific tactical awareness.	Link skills to perform actions and sequences of movement	Reflect and recognise success in myself and others.	Demonstrate specific tactical awareness.

Tennis

Year 5 & 6 Tennis

In this unit children extend their repertoire of strokes and learn how to play singles and doubles, using tactics to outwit their opponent

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Get into the 'ready position?' Grip a racket and get into sideways positions to strike the ball.	Hit a forehand shot, consistently. Control where I hit the ball.	Get into a good position and play backhand shots with some consistency. I can play deft shots near the net within a small area.	Volley accurately on my forehand and backhand	Smash Lob Serve	Use some tactics against an opponent Play a competitive game using a range of ground strokes
KNOWLEDGE I know.....	What the 'ready position' is. What the baseline is	To strike balls away from my opponent. To have a big backswing from a sideways on position .	To change my grip slightly to hit backhand shots. To play deft shots with a loose grip.	How we hit a backhand differently from a forehand. How to deflect the ball when volleying.	How to link shots e.g. serve and volley	The rules of tennis How to score
ASSESSMENT I can...	Link skills to perform actions and sequences of movement	Reflect and recognise success in myself and others.	Demonstrate specific tactical awareness.	Link skills to perform actions and sequences of movement	Reflect and recognise success in myself and others.	Demonstrate specific tactical awareness.

Tri - Golf

Year 3 & 4 Tri Golf

Children learn how to grip a club and how to address the ball. They learn when to use the different clubs and some of the etiquette when playing on a course.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Grip a golf club appropriately Adopt a stance to strike a ball Putt a ball towards a target	Putt a ball towards a target with some accuracy and a reasonable weight of shot	Strike the ball through the air with an iron Set up to play an iron shot	Chip the ball over short distances. Chip over hazards	Strike the ball with increasing accuracy Avoid hazards	Develop my technique in both iron play and putting Avoid hazards on the course
KNOWLEDGE I know.....	How to keep myself and others safe To stand still and be quiet when one of my peers is taking their shot	What a back swing is .	When to use an iron How to set up to play an iron shot What a tee is	That I need to get the club underneath the ball to elevate it. The importance of following through in my swing	Which club to use and when The types of hazards there are on a golf course	How to keep score Terminology associated with golf
ASSESSMENT I can...	Demonstrates agility, balance, coordination and precision.	Evaluates the work of others using correct technical language.	Demonstrates sporting values.	Demonstrates agility, balance, coordination and precision.	Evaluates the work of others using correct technical language.	Demonstrates sporting values..

Tri – Golf

Year 5 & 6 Tri Golf

Children learn how to grip a club and how to address the ball. They learn when to use the different clubs and some of the etiquette when playing on a course.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Grip a golf club appropriately Adopt a stance to strike a ball Putt a ball towards a target	Putt a ball towards a target with some accuracy and a reasonable weight of shot	Strike the ball through the air with an iron Set up to play an iron shot	Chip the ball over short distances. Chip over hazards	Strike the ball with increasing accuracy Avoid hazards	Develop my technique in both iron play and putting Avoid hazards on the course
KNOWLEDGE I know.....	How to keep myself and others safe To stand still and be quiet when one of my peers is taking their shot	What a back swing is .	When to use an iron How to set up to play an iron shot What a tee is	That I need to get the club underneath the ball to elevate it. The importance of following through in my swing	Which club to use and when The types of hazards there are on a golf course	How to keep score Terminology associated with golf
ASSESSMENT I can...	Demonstrates agility, balance, coordination and precision.	Evaluates the work of others using correct technical language.	Demonstrates sporting values.	Demonstrates agility, balance, coordination and precision.	Evaluates the work of others using correct technical language.	Demonstrates sporting values..

Ultimate Frisbee

Year 5 & 6 Ultimate Frisbee

In this unit children refine their techniques and learn how to apply the skills they have learnt. They play games and secure better understanding of the rules

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Send a Frisbee accurately. Catch a Frisbee consistently using 2 hands	Throw a Frisbee on the forehand side Intercept a Frisbee	Catch one handed Dummy passes	Build attacks, gradually retaining possession carefully Time my runs to breach my opponent's defence.	Find space in tight situations. Play purposefully, contributing in defence and attack	Apply my skills and knowledge in a game situation. Communicate well in a game situation
KNOWLEDGE I know.....	Techniques for throwing and catching. To pass and move	How to create angles to help a player in possession. That when defending I need to position my body so that I can see my opponent and the person in possession	How to defend against an opponent, stopping them from having an impact. To have an idea of what I want to do with the Frisbee if I come into possession of the disc.	How to utilise having a numerical advantage in a game How to compensate for having a numerical disadvantage in a game	What a 'Pull' is. The basic rules of Ultimate Frisbee The offside rule	The rules of the game To apply the school games values
ASSESSMENT I can...	Anticipate, find space and show awareness of others	Communicate effectively and listen to others.	Demonstrate specific tactical awareness.	Anticipate, find space and show awareness of others	Communicate effectively and listen to others.	Demonstrate specific tactical awareness.

Volleyball

Year 5 & 6 Volleyball

In this unit children learn the array of ways of receiving and sending volleyball and the associated techniques. They learn how to score and rotate around court.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Receive a volleyball using the bump and dig technique. Send a ball over a net	Set a ball Spike a ball	Serve over distance Defend well and then launch an attack	Bump, set, spike and block consistently well Communicate well with my teammates	Run from the back of the court to spike a ball that has been set high Angle my blocks near the net so that the ball goes down	Play a tip shot Apply all of the skills of volleyball in a full sided game Demonstrate the school games' values
KNOWLEDGE I know.....	How to perform a dig and a bump To call my name if I am going for the ball	What the role of the setter is That the higher I jump the more successful my spike is likely to be	The positions I need to be in to work with a partner	How to score The rotation around the court	Different tactics that can be used within the game. That I can't infringe by touching the net or touching the ball on my opponent's side of the net	When to rotate That the formation needs to be fluid once we have dug the ball from the serve
ASSESSMENT I can...	Work alongside and against others when attacking and defending	Work well with others in a range of contexts	Demonstrate specific tactical awareness.	Work alongside and against others when attacking and defending	Work well with others in a range of contexts	Demonstrate specific tactical awareness.

Yoga

Years 3 & 4 - Yoga

In this unit children will learn different poses around themes. They will learn how to warm up, to breathe during exercise and the value of relaxation and meditation

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Perform a variety of poses Retain my focus	Hold positions with good alignment and shape	Work with control and isolating body parts	Control my breathing as exercising	Devise my own meditation Work in a group to perform different poses	Articulate what the benefits of yoga are
KNOWLEDGE I know.....	How to prepare my body by breathing and stretching	Breathe and follow instructions	Maintain concentration and avoid distraction	The importance of relaxation How to meditate	How to relax	The benefits of learning some yoga poses How to carry on enjoying yoga out of school
ASSESSMENT I can...	Warm up prior to exercise and am able to sustain performance over periods of time.	Be reflective and able to recognise success in self and others.	Be self-motivated and physically confident	Warm up safely prior to exercise and can sustain performance over periods of time.	Be reflective and able to recognise success in self and others.	Be self-motivated and physically confident

Yoga

Years 5 & 6 - Yoga

In this unit children will learn more advance yoga poses about the value of meditation and how to make affirmations.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can.....	Adopt the rest position and relaxation pose Hold my poses for 3 slow breaths	Prepare my body for yoga Put myself in the right state of mind to get the most out of my yoga session	Identify which poses are particularly helpful for me	Perform a relaxation sequence of meditation	Make positive affirmations	Perform a wide range of poses Articulate what I have enjoyed about yoga
KNOWLEDGE I know.....	What the rest position is The relaxation pose	What wider benefits doing regular yoga provides.	That doing yoga can help to banish worries My favourite pose is	What benefits there are to me physically and mentally from the different poses	How to make positive affirmations How to 'Mirror' in yoga	The benefits of individual poses specifically to me and to others How to make an affirmation circle and why this is a lovely activity
ASSESSMENT I can...	Warm up prior to exercise and am able to sustain performance over periods of time.	Be reflective and able to recognise success in self and others.	Be self-motivated and physically confident	Warm up safely prior to exercise and can sustain performance over periods of time.	Be reflective and able to recognise success in self and others.	Be self-motivated and physically confident