

Athletics – We are learning...

Year 3	Year 4	Year 5	Year 6
<ol style="list-style-type: none"> 1. Jumping and hopping in sequence 2. To run at different speeds 3. To approach and jump hurdles 4. To throw a javelin using the pull throw technique 5. A variety of skipping techniques 6. To keep score accurately over a range of events 	<ol style="list-style-type: none"> 1. To challenge ourselves in running, jumping and throwing tasks 2. To accelerate over short distances 3. To run and jump using a one-footed take-off 4. To use a sling action to throw a discus 5. To run on a curve and exchange a baton in our team 6. To apply the skills we have developed in a competitive way 	<ol style="list-style-type: none"> 1. To run for speed and distance on our own and as part of a team 2. Pacing, to run over longer distances 3. Different jumping styles and exploring which ones we can jump further with 4. To use the push throw technique 5. To exchange a baton within a restricted area 6. To design a running, jumping or throwing activity for others using the STEP principle 	<ol style="list-style-type: none"> 1. Sprint start technique to increase our running speed 2. The three phases of triple jump 3. The heave throw technique and what it is used for 4. To assess our own ability to play our role in paralauff running 5. The scissor jump technique and when it would be used in athletics 6. To record and relay results over a range of track and field events

Badminton – We are learning...

Year 3	Year 4	Year 5	Year 6
<ol style="list-style-type: none"> 1. To use hard and soft hits 2. That different types of needed to reach different areas of the court 3. To move to return the shuttle from different areas of the court 4. To rally with a partner over a net 5. To serve forehand 6. To play within the boundaries of the court 	<ol style="list-style-type: none"> 1. To use an underarm forehand shot 2. To hit an overhead clear shot 3. To hit a backhand shot with control and accuracy 4. Trick shots and interesting ways to hit the shuttle 5. To work collaboratively to score points in different scenarios 6. To use forehand and backhand shots in a singles game 	<ol style="list-style-type: none"> 1. To make it difficult for our opponent to score points 2. To apply basic court positions in singles play 3. To accurately hit both long and short serves 4. Close control, including net shots 5. To use footwork to recover after lunging and moving after shots 6. To apply a range of movements and shots in a competition 	<ol style="list-style-type: none"> 1. The smash shot technique and when it is used 2. To use the smash shot in a doubles game 3. To hit a drop shot using the correct technique to outwit an opponent 4. To develop reaction time to hit shots when close to the net 5. To communicate with a partner in doubles matches to make sure court positioning is correct 6. To use defensive formations in a doubles game to prevent opponents from scoring points

Basketball – We are learning...

Year 3	Year 4	Year 5	Year 6
<ol style="list-style-type: none"> 1. To keep the ball under control when dribbling 2. To work as a pair to move forward and attack 3. To use a defensive body position 4. To perform a two-handed shot to score baskets 5. To use a jump ball to restart a game 6. When to move to space to receive the ball 	<ol style="list-style-type: none"> 1. To apply pressure on an attacker to force a mistake 2. To change direction quickly using a crossover dribble 3. To use man-to-man marking to stop the ball handler 4. To perform a bounce pass to outwit an opponent 5. To perform a jump shot To perform a jump stop and triple threat position 	<ol style="list-style-type: none"> 1. To use blocking to prevent an opponent from shooting 2. The front pivot and trying to use it in a game 3. To use a forward pass and wing play to build an attack as a team 4. To perform a one-handed push pass under pressure 5. To create space using the box-out technique to recover rebounds 6. To catch the ball under pressure into the triple-threat position 	<ol style="list-style-type: none"> 1. How to counterattack using the fast break 2. To retreat dribble to maintain possession 3. To perform a free throw with consistency 4. To use speed and agility to perform a v-cut to get free from a defender 5. To drive to the basket using strength and coordination 6. The 3-point shot and how different points are awarded

Cricket – We are learning...

Year 3	Year 4	Year 5	Year 6
<ol style="list-style-type: none"> 1. To hit a stationary ball into space using the straight drive 2. To bowl underarm to a batter with some consistency 3. To use the correct footwork to strike a bowled ball 4. To stop a moving ball using the long barrier technique 5. To throw longer distances overarm 6. To perform as a wicketkeeper 	<ol style="list-style-type: none"> 1. To use a batting stance and hit the ball in different directions 2. To anticipate when to run to score singles 3. To intercept a moving ball with one hand 4. To bowl overarm 5. The pull shot and attempting it in a game 6. To field a bouncing ball effectively 	<ol style="list-style-type: none"> 1. To work with a partner to score runs 2. To throw accurately over short distances to get batters out 3. To follow the path of the ball to catch as a wicketkeeper 4. To overarm bowl with accuracy using the correct grip 5. To play a forward defensive shot 6. To field in the mid-off and mid-on positions 	<ol style="list-style-type: none"> 1. To create pressure on a batter by setting a ring field 2. To track and catch a high ball consistently 3. To perform a short=pitched bowl to get a batter to hit the ball in the air 4. To work in a pair to restrict run scoring when fielding 5. To play an on-drive 6. To set an attacking field

Year 3	Year 4	Year 5	Year 6
<ol style="list-style-type: none"> 1. To use the inside of the foot to pass the ball 2. To trap a ball with control that is moving along the ground 3. To pass the ball accurately into space over short distances 4. To identify and move into space to receive the ball 5. To use the outside of the foot to control the ball and dribble 6. To cushion the ball when receiving it 	<ol style="list-style-type: none"> 1. To run onto the ball to receive it 2. To explore front and goal-side marking techniques 3. To perform a standing tackle to dispossess an attacker 4. To dribble, showing good control to progress forward 5. to pass over longer distances and set up teammates to shoot 6. To perform passing and moving with a teammate 	<ol style="list-style-type: none"> 1. To turn with the ball 2. To travel quickly and effectively when running with the ball 3. To combine running with the ball and sending it into space 4. To maintain their position when attacking to create space 5. To perform a stepover to beat a defender 6. To control a bouncing ball, keeping it close to the body 	<ol style="list-style-type: none"> 1. To set up a shooting opportunity for a teammate 2. To restrict an opponent's space by defending with a partner 3. To perform a penalty kick with power and accuracy 4. To attack and shoot as a pair 5. To perform the role of a cover defender to stop the opposition's attack 6. To use close control to keep possession of the ball under pressure

Handball – We are learning...

Year 3	Year 4	Year 5	Year 6
<ol style="list-style-type: none"> 1. To use the ready position to catch effectively 2. To perform accurate passes in different situations 3. To move with the ball using the 3-step rule 4. To prevent the ball being passed by blocking and intercepting 5. To use quick, effective passes to attack as a team 6. To develop accurate passing and move into space in a game 	<ol style="list-style-type: none"> 1. To protect the ball from our opponent after catching it 2. Basic overarm shooting technique 3. To build an attack in a team using the 3- man weave 4. To perform turns on the move to get back and defend 5. To perform a 7-metre throw with power and accuracy 6. To use a throw off to restart a game 	<ol style="list-style-type: none"> 1. The jump shot 2. To goal keep by closing the angles attackers can shoot from 3. The double fault rule and how it applies to dribbling 4. To perform a pivot to create space to pass or shoot 5. To the role of set plays to create opportunities to score 6. To select and apply new skills in a competition situation 	<ol style="list-style-type: none"> 1. To play in a game abiding by the double dribble rule 2. The concept of screening and attempting it in a game 3. Patience around the D to find the best position to shoot 4. To show control of the ball when dribbling under pressure 5. To counterattack into space with speed 6. To develop decision-making skills in game situations

Hockey – We are learning...

Year 3	Year 4	Year 5	Year 6
<ol style="list-style-type: none"> 1. To keep close control of the ball using the flat side of the stick 2. To control a ball and pass it into space 3. To use a defensive body position 4. To consistently stop a moving ball ready to pass, move or shoot 5. To improve our agility and apply it in a game situation 6. To avoid our feet contacting the ball and apply basic rules to the game 	<ol style="list-style-type: none"> 1. To perform a push pass with accuracy 2. To perform a straight dribble to maintain possession 3. To use reverse-stick to control a ball on the far-side of our body 4. To use a slap pass to send the ball over longer distances 5. To turn, keeping the ball under control, and move into space 6. To develop new skills in competitive situations and look to improve 	<ol style="list-style-type: none"> 1. To perform a block tackle to dispossess an attacker 2. To use fast, accurate passes into the D to create scoring opportunities 3. To mark an attacker closely to stop them receiving the ball 4. To perform a sweep hit to send the ball 'first time' 5. To move the ball quickly from left to right to outwit a defender 6. To use a variety to keep possession in a game 	<ol style="list-style-type: none"> 1. To shoot under pressure from close range 2. To perform long corner routines as part of a team 3. To use goal-side marking to prevent an attacker from getting close to goal 4. To use a banana run to force an oncoming attacker out wide 5. To use a hit out to successfully restart a game 6. Indian dribble and to play competitively using new skills

Lacrosse – We are learning...

Year 3	Year 4
<ol style="list-style-type: none"> 1. To throw and catch underarm 2. To throw and catch overarm 3. To use the shovel technique to collect a groundball 4. To pass over longer distances to move the ball into space 5. To perform quick, accurate passes to create scoring opportunities 6. To communicate to teammates to receive a pass in space 	<ol style="list-style-type: none"> 1. To follow a pass to create more space for teammates 2. To run with the ball under pressure 3. To use a range of passes to maintain possession 4. To shoot close range with power and accuracy 5. To receive the ball and turn with it into space 6. To use pacing when running to move continuously in a game

Year 3	Year 4	Year 5	Year 6
<ol style="list-style-type: none"> 1. To perform quick, accurate chest passes 2. To use dodging to get free from our opponent 3. To catch a netball 4. To use a bounce pass to feed the goal shooter 5. To throw for distance using a shoulder pass 6. To collect a loose ball 	<ol style="list-style-type: none"> 1. To protect the ball once we have caught it 2. To use basic shooting techniques in a game 3. One-to-one marking 4. To pivot once we have caught the ball 5. To use quick feet 6. To use preliminary moves 	<ol style="list-style-type: none"> 1. To choose the appropriate pass for different scenarios 2. To find space to receive in a game 3. To use different dodging techniques to outwit a defender and get free 4. To practice and perform pivoting and quick turns 5. To get into closer shooting positions 6. To react and move quickly in isolation and in games 	<ol style="list-style-type: none"> 1. Ways to improve our coordination 2. To mark the pass or the shot 3. Organisation in and around the semicircle 4. To compete to win the rebounding ball 5. To stay active to intercept a pass 6. To stay onside in games depending on the position being played

OAA – We are learning...

Year 3	Year 4	Year 5	Year 6
<ol style="list-style-type: none"> 1. To use clear communication, strength and flexibility to complete a task 2. To work with others to complete map reading tasks 3. To draw and create a clear route on a map for others to follow 4. With others to identify what went well and what we could do to improve 5. To identify and explain what is required to complete a variety of challenges 6. To safely take part in trust-based activities 	<ol style="list-style-type: none"> 1. To work collaboratively to complete a problem-solving task 2. To work collaboratively to create shapes whilst blindfolded 3. To name and recognise the cardinal points of the compass 4. To complete an orienteering task calmly under time pressure 5. To work with a partner to use a map to follow a course 6. To recognise and recall common map symbols from a key 	<ol style="list-style-type: none"> 1. To explore different ways of communicating with a blindfolded partner 2. To follow a designated route at maximum speed and complete a task safely 3. To use memory methods to recall different objects whilst navigating 4. to use clear communication to recreate a shape as a team 5. To use imagination and creative thinking to create the tallest marshmallow tower 6. To send and interpret messages using Morse Code 	<ol style="list-style-type: none"> 1. To work with a partner to successfully orient and follow a map 2. To work in partnership and use our knowledge to answer questions under pressure. 3. To safely perform a small group balance 4. To work efficiently as part of a team to complete a range of tasks 5. To create a fun and challenging game for others to complete 6. To listen to others to refine and adapt ideas to complete a complex task

Tag Rugby – We are learning...

Year 3	Year 4	Year 5	Year 6
<ol style="list-style-type: none"> 1. To use speed to run past defenders 2. A range of ball handling skills 3. To use agility to evade being tagged 4. To understand and apply the tag protocol in game situations 5. To close down an attacker's space as a defender 6. To perform a backwards pass to continue an attack 	<ol style="list-style-type: none"> 1. To use accurate passes to create an attack as a team 2. To pick the ball up from the floor and run with it to start an attack 3. To keep possession of the ball and build an attack 4. To evade being tagged by using changes of speed, agility and passing the ball 5. To use changes of speed to create gaps to run into 6. To create attacking opportunities in competitive games 	<ol style="list-style-type: none"> 1. To use defensive positions to mark and tag an attacker 2. To pass a ball accurately and consistently while on the move 3. To defend as part of a team to deny space to the attacking team 4. To use a pop pass over short distances to create an explosive run 5. To move the ball quickly when under pressure using the 'magic diamond' formation 6. To use the 3 step and pass rule with some confidence 	<ol style="list-style-type: none"> 1. To create attacking continuity by supporting the player with the ball 2. To use set plays in attack to create space for the ball carrier 3. To develop further the 3 step rule, comparing and contrasting to the 3- second option 4. To attack the space as a ball carrier to create scoring opportunities 5. To change from an attacking to a defensive formation when your team loses possession of the ball 6. To observe and analyse our classmates performance

Year 3	Year 4	Year 5	Year 6
<ol style="list-style-type: none"> 1. To use the ready position to return a ball 2. To hit the ball to different parts of the court using a forehand hit 3. To perform an underarm serve to start a rally 4. To move towards a ball to return it over the net 5. To play cooperatively with a partner to keep the ball moving over the net 6. To perform forehand hits to score points in a competition 	<ol style="list-style-type: none"> 1. To return to the middle of the court after playing a shot 2. To accurately use the forehand in game situations to score points 3. To play a backhand shot with some control 4. To combine ready position and court movements to consistently return the serve 5. To work with a partner to score points in a game 6. To use forehand and backhand shots to score points in a competitive situation 	<ol style="list-style-type: none"> 1. To recap and perform a range of different shots with accuracy and control 2. To move quickly to the ball to perform a volley 3. to play an overhead shot and know when you might use it 4. To use different court formations during doubles play 5. To refine court movement to hit the ball before the second bounce 6. To perform a diagonal, serve to begin a game in competitive situations 	<ol style="list-style-type: none"> 1. To communicate clearly with a partner to score points in doubles play 2. To attempt a two-handed backhand shot with control 3. To perform a lob shot to hit the ball over our opponent's head 4. To apply the correct rules and scoring system in games 5. To play different doubles formations and work with our partner to improve 6. To discuss and apply a range of tactics in doubles play to achieve success

Year 3		Year 4	
Unit 1	Unit 2	Unit 1	Unit 2
<ol style="list-style-type: none"> 1. To represent the character of Matilda in our movements 2. To represent Matilda's magical powers in a duet 3. To represent the character of Miss Trunchbull in our movements 4. To demonstrate Miss Trunchbull's punishments in a duet 5. To put our ideas together to create a class dance 6. To perform a class dance 	<ol style="list-style-type: none"> 1. To perform a dance phrase inspired by the ocean's depths 2. To use improvisation to create a longer movement phrase 3. To use dynamics in a short group dance to show travelling on the ocean 4. To perform as a class to show the damage that can be caused to the ocean 5. To work as a group to develop a dance representing the ocean 6. To prepare our group dance for a final performance 	<ol style="list-style-type: none"> 1. How to create a secret agent solo dance. 2. To remember, perform and master an agent phrase. 3. To develop a trio dance using relationship variations 4. To create a combat trio 5. To use gestures to create a secret mission ending. 6. To perform a secret agent dance with control, precision and skill. 	<ol style="list-style-type: none"> 1. To communicate the theme of a snake through our dance actions 2. To use dynamics and formations in our dance to tell a story 3. To use space, travel and floor patterns to enhance the dance 4. To develop our choreography skills 5. To work in a small group to create contact movements 6. To use peer evaluation to improve each other's work
Year 5		Year 6	
Unit 1	Unit 2	Unit 1	Unit 2
<ol style="list-style-type: none"> 1. What non-locomotor movement is and using it in our dance 2. To perform both non-locomotor and locomotor movements together 3. To create new and exciting group patterns 4. A simple Line Dance routine 5. To create our own line dance with a partner 6. To work collaboratively within our group to improve our performance 	<ol style="list-style-type: none"> 1. To communicate the theme of heroes through our dance 2. To manipulate and develop actions using a range of devices 3. To create interesting and varied dance actions as a group using levels 4. To use jumps to bring power and energy to our dance phrases 5. To show the theme of an attack, performing at a low level 6. Work effectively with others to improve movement quality and performance 	<ol style="list-style-type: none"> 1. The technique of stag leap and rebound jump 2. To explore relationships through dance and perform partner lifts 3. To compose a dance with a sports theme 4. Choose and use suitable dynamics for our sports dance 5. To link freeze frames in a street dance style to create a short movement phrase 6. To perform a Top Rock and Slide Step and perform confidently with a partner 	<ol style="list-style-type: none"> 1. To portray the theme of gangs through our movements and gestures 2. To use devices such as contrast and variation in a group dance 3. To use formations to demonstrate tension in relationships between performers 4. To use claps, stamps and slaps to perform a live aural setting 5. To perform as opposing gangs attacking each other 6. To show performance qualities in sections of our gang dance and evaluate our work

Year 3		Year 4	
Unit 1	Unit 2	Unit 1	Unit 2
<ol style="list-style-type: none"> To show full extension during a balance To move in and out of contrasting shapes with fluency To perform a sequence using different types of rolls To perform powerful jumps from low apparatus To perform in unison with a partner To create a group performance using contrasting actions 	<ol style="list-style-type: none"> To perform a japana To use bounces and broad jumps in a sequence To attempt a half lever To transition from a japana to another shape with control Stretches while moving and when we are still to increase our flexibility To show strength, flexibility and control in our sequence 	<ol style="list-style-type: none"> To perform a 6-element sequence that uses changes in speed and direction To use the STEP principle to create and perform a partner sequence To take weight on our hands, showing control To develop a sequence using compositional ideas, e.g. changing speeds To co-operate as a group to refine a short sequence To compare and judge sequences 	<ol style="list-style-type: none"> To perform a weighted bunny hop showing control and balance An arabesque balance and over-the-shoulder roll To identify and engage core muscles for stability To smoothly transition from front support to side support To perform a shoulder stand with control To combine all elements of this unit into one sequence showing smooth transitions
Year 5		Year 6	
Unit 1	Unit 2	Unit 1	Unit 2
<ol style="list-style-type: none"> The key steps to performing a round-off To create and perform a partner sequence using symmetry To create and perform a partner sequence using asymmetry To perform counter-balances with a partner To perform smooth transitions between counterbalances using different levels To evaluate each other's work and suggest improvements 	<ol style="list-style-type: none"> To use space creatively along an L shaped pathway To refine our round-off technique To refine the over-the-shoulder roll and attempt an alternative action to finish To smoothly link 2 cartwheels to perform a double cartwheel To transition into a bridge with control To develop a 6-element partner sequence incorporating asymmetry 	<ol style="list-style-type: none"> to use controlled flight onto high apparatus what a base and a flyer are in partner balances and performing both roles to perform more advanced partner balances others' work to incorporate equipment such as hoops and balls into a sequence to incorporate musicality and timing into a group sequence. to combine our skills in partner balances and rhythmic gymnastics into a group performance 	<ol style="list-style-type: none"> To perform a 10-element group sequence using both floor and apparatus To perform with equipment and respond creatively to music To create judging criteria and then assess performances against it To create and perform interesting patterns as part of a group To select and apply the appropriate walk and presentation to start a sequence To perform a 10-element sequence within a 1-minute time limit

Golf

1. The tick-tock swing and using it to putt the ball
2. The grip and stance needed to chip the ball
3. To control a putt over different distances
4. To get some height with the ball when chipping it
5. The difference between the long and short game
6. To apply our golf skills in a range of challenges