



Curriculum Expectations:

Level Expected at the End of EYFS	Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>We have selected the Early Learning Goals that link most closely to the Physical Education National Curriculum to ensure progression of skills:</p> <ul style="list-style-type: none"> ● Physical Development (Gross Motor Skills): <ul style="list-style-type: none"> ○ Negotiate space and obstacles safely, with consideration for themselves and others; ○ Demonstrate strength, balance and coordination when playing; ○ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ● Personal, Social and Emotional Development (Managing Self): <ul style="list-style-type: none"> ○ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; ○ Explain the reasons for rules, know right from wrong and try to behave accordingly; ○ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ● Personal, Social and Emotional Development (Building Relationships): <ul style="list-style-type: none"> ○ Work and play cooperatively and take turns with others. ● Expressive Arts and Design (Being Imaginative and Expressive): <ul style="list-style-type: none"> ○ Invent, adapt and recount narratives and stories with peers and their teacher; ○ Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ● participate in team games, developing simple tactics for attacking and defending ● perform dances using simple movement patterns. 	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● use running, jumping, throwing and catching in isolation and in combination ● play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ● develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ● perform dances using a range of movement patterns ● take part in outdoor and adventurous activity challenges both individually and within a team ● compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Key Stage 1 or 2 National Curriculum Expectations (Swimming and Water Safety)		
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● swim competently, confidently and proficiently over a distance of at least 25 metres ● use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ● perform safe self-rescue in different water-based situations. 		

Intent

Physical Education and Sports at Archbishop Cranmer is about helping pupils to lead full and valuable lives through engaging in purposeful and high-quality activity. Through good physical education, whole school values and a whole child approach, we aim to nurture confident, resilient children to strive for their personal best. We aid our children in obtaining the values and skills to celebrate and respect the success to others, as well as modesty in celebrating their own successes.

The aims of teaching PE and sport in our school are:

- To inspire and challenge pupils through the provision of a high quality PE and sport curriculum.
- To instil the personal values of trust, kindness, thankfulness, respect, responsibility and courage.
- To develop excitement and curiosity about different sports in the community through our culture of opportunity.
- To give children the confidence to practise and apply fundamental skills, to take part in team games and engage in competitive activity.
- To equip pupils with the understanding to evaluate and improve individual performances and achieve their personal best.
- To embed a positive mind-set to lead healthy, active lifestyles.

Implementation

In Foundation and Key Stage 1, the children develop their fundamental movement skills. They become increasingly competent and confident across a broad range of opportunities to extend their agility, balance and coordination both individually and with others. The children are taught to master basic movements including walking, running, jumping, throwing and catching. They also participate in team games, developing simple tactics for attacking and defending and perform dances with simple movements. This is taught through across two weekly PE sessions for a minimum of 2 hours.

In Key Stage 2, the children continue to apply and develop a broader range of fundamental skills, learning how to use them in different ways and link them to actions and sequences of movement. They enjoy communicating, collaborating and competing with each other and also against themselves. They are taught to use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate, develop flexibility, strength, technique, control and balance, perform dances using a range of movement patterns. This takes place as part of a sports afternoon which comprises of a rotation of 2 activities.

Our teachers are supported to deliver the curriculum by expert coaches and using a range of age appropriate and engaging activities from Complete PE and the P.E. Hub.

Each year group will learn PE in accordance with the progression of skills document. This document has been planned in order to build on the skills needed to meet the end of Key Stage objectives in the National Curriculum. Our long term plan is broad and balanced, allowing children to access a wide variety of high quality PE and sports provision.

We believe that sporting success relies on the development of six key fundamental skills: coordination, endurance, agility, balance, upper body strength and lower body strength. We believe that these are the precursor skills to the more specialised, complex skills used in play, games, sport, dance, gymnastics, outdoor education and physical recreation. An assessment of these fundamental skills is carried out at the beginning of each term to track the children's progress across the school. Pupils in Key Stage 2 take ownership of these assessments; they track their own personal development and continually strive to achieve their personal best.

All the children in Key Stage 2 have the chance to swim weekly for a half term. This means that children have the best opportunity to meet the swimming requirements as they have many years to learn, practise and apply the skills needed.

We promote an active culture in our school allowing students to be more active and sit less within their daily routine. Our lessons are adapted to combine movement and learning to promote cross curricular learning. We offer a wide range of opportunities for pupils to participate in sporting activities in order to keep our children healthy in and around school, both during play times, dinner times and after school. Pupils track their own progress in the ABC Marathon challenge which is completed as part of the daily mile initiative. Staff, parents, carers, guardians and the Governors are encouraged to join in with the children. We train up Sports Leaders each year who become sporting role models for the younger children, assisting with lunch-time clubs, our annual Sports Day and any other sporting activities. Inter-house competitions take place throughout the year, giving sports leaders a chance to develop their sports and leadership skills. The points gained throughout the competitions are added to the house totals and contribute towards the end of year prize.

We constantly provide a **culture of opportunity** to engage pupils in the sporting opportunities both in school and in the wider community. Community involvement is an essential part of our curriculum and we celebrate children who take an active role in events throughout the year.

During the Summer Term we hold our Sports Day. A rotation of sporting activities are held for Foundation and Key Stage 1 in the morning, and the whole school participates in a traditional sports day in the afternoon.

Children also complete in School Games fixtures most weeks of the year and represent the school against other local primaries in a range of different sports. Registers are kept to log attendance in extra-curricular clubs and representing school in sporting events and we continually promote participation by all pupils.

Pupils in Years 3-6 have an annual residential trip in which they undertake a series of outdoor and adventurous activities over 3-5 days.

Sporting participation and success is celebrated in our weekly Gold Book assemblies with pupils, staff, parents, carers, guardians and the Governors. Sporting achievements are also celebrated on our sport display and on social media.

Children's work in PE is assessed through teacher observations of the children working during lessons. Teachers record the progress made by children against the learning challenge and success criteria for a lesson. This is used to make an annual assessment of overall progress for a children when writing annual reports for parents.

Impact

At Archbishop Cranmer, we ensure that our PE curriculum is progressive and allows children to develop fundamental skills and apply them to a variety of sports and activities. All children are provided with the skills and given opportunities to demonstrate improvement to achieve their personal best. Our pupils are physically active and this has positive implications on their learning in the classroom. Children understand how to lead a healthy lifestyle and understand the importance of exercise. We hope children enjoy PE and develop a love of sport, and physical activity, that they pursue outside of school and in future life outside of primary school. All pupils understand the values and importance of fair play and being a good sportsperson. Year 6 pupils leave school with the skills to self-rescue in the water and swim 25 metres competently.

We have achieved the School Games Mark Gold Award for our commitment to the development of competition across our school and community. Participating in this process allows us to evaluate our PE provision and assists us in developing an action plan for future progress.



Archbishop Cranmer C of E Primary Academy
Physical Education Curriculum Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	Locomotion Walking	Locomotion Jumping	Ball Skills Hands 1	Ball Skills Hands 2	Ball Skills Feet	Racket skills
	Gymnastics High, Low, Over, Under	Gymnastics Body Parts	Dance Ourselves	Dance Nursery Rhymes	Games For Understanding	School Sports Day
Year 1	Locomotion Running	Locomotion Jumping	Ball Skills Hands 1	Ball Skills Hands 2	Ball Skills Feet	Chance 2 Shine Cricket
	Gymnastics Wide, Narrow, Curled	Gymnastics Body Parts	Dance Growing	Dance The Zoo	Games For Understanding	School Sports Day
Year 2	Locomotion Jumping	Locomotion Dodging	Ball Skills Hands 1	Ball Skills Hands 2	Ball Skills Feet	Chance 2 Shine Cricket
	Gymnastics Linking	Gymnastics Pathways	Dance Water	Dance Explorers	Games For Understanding	School Sports Day
Year 3	Invasion Games Tag Rugby	Gymnastics Symmetry	Invasion Games Hockey	Invasion Games Handball	Net and Ball Tennis	Net and Ball Table Tennis
	Athletics	TriGolf	Invasion Games Football	Dance Weather	Striking and Fielding Cricket	Outdoor Adventurous Activity
Year 4	Athletics	TriGolf	Invasion Games Football	Dance Cats	Striking and Fielding Cricket	Outdoor Adventurous Activity
	Invasion Games Tag Rugby	Gymnastics Bridges	Invasion Games Hockey	Invasion Games Handball	Net and Ball Tennis	Net and Ball Table Tennis
Year 5	Gymnastics Balance	Invasion Games Tag Rugby	Invasion Games Handball	Invasion Games Hockey	Net and Ball Table Tennis	Net and Ball Tennis

	TriGolf	Athletics	Dance The Circus	Invasion Games Football	Outdoor Adventurous Activity	Striking and Fielding Cricket
Year 6	TriGolf	Athletics	Dance The Circus	Invasion Games Football	Outdoor Adventurous Activity	Striking and Fielding Cricket
	Gymnastics Matching and Mirroring	Invasion Games Tag Rugby	Invasion Games Handball	Invasion Games Hockey	Net and Ball Table Tennis	Net and Ball Tennis



Key Stage 1

	Foundation	Year 1	Year 2
Locomotion	<p>Walking Vary their pace and speed when walking. Change direction when walking. Walk with basic techniques over different distances. Walk at different levels.</p> <p>Jumping Jump in different directions. Jump with basic techniques over different distances. Jump at different levels.</p>	<p>Running Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting.</p> <p>Jumping Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps.</p>	<p>Running Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances.</p> <p>Jumping Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances.</p>

			<p>Know that the leg muscles are used when performing a jumping action.</p> <p>Dodging Perform a dodge in different directions. Use different techniques to perform a dodge.</p>
<p>Ball skills Hands</p>	<p>Hands 1 Push a ball with control Roll a ball with control Bounce a ball with control whilst moving Push, roll and bounce a ball with a partner</p> <p>Hands 2 Throw a beanbag with control Perform an underarm throw at a target perform an overarm throw at a target Stop a rolling ball with their hands Catch a ball and bean bag</p> <p>Feet Kick a ball with different parts of their feet Move whilst keeping control of the ball Kick the ball to a partner</p>	<p>Hands 1 Bounce the ball with increasing control towards a target Pass a ball with increasing control towards a target Use their bodies to aim (fingers, arms, feet) Stop the ball with their hands</p> <p>Hands 2 Throw a beanbag with their dominant hand with increasing control Use their bodies to aim (fingers, arms, feet) Know how to stand on the balls of their feet ready to receive a ball Accurately roll a ball to a target</p> <p>Feet Kick a ball (pass) to a partner with their dominant foot Dribble with their dominant foot Adjust their speed and change direction to avoid other pupils Kick the ball using the insides and outsides of their feet</p>	<p>Hands 1 Dribble with control to keep possession Make an accurate pass Know how to prepare to receive the ball</p> <p>Hands 2 Use one hand to bounce a ball with control Throw a ball using an underarm throw towards a target Develop technique of an underarm throw (step forwards with one foot, releasing the ball from high to low with the opposite hand) Let the ball bounce once before catching it Develop technique of an overarm throw (step forwards with one foot, releasing the ball high over their head, with the opposite hand, rotating their body as they release the ball)</p> <p>Feet Dribble with control to keep</p>

			<p>possession</p> <p>Make an accurate pass</p> <p>Know how to prepare to receive the ball</p>
Dance	<p>Ourselves</p> <p>Move in a space</p> <p>Copy and repeat movements</p> <p>Move their bodies with actions</p> <p>Respond to music and instruments</p> <p>Use props to respond to stimuli</p> <p>Perform a sequence to a partner or small group</p> <p>Nursery Rhymes</p> <p>Represent characters in a story through different movements</p> <p>Use facial expression</p>	<p>Growing</p> <p>Respond to the rhythm of music</p> <p>Perform actions and movements which relate to words from a poem</p> <p>Piece together movements to create a sequence, which includes a jump, turn and a balance.</p> <p>Work with a partner to mirror a movement</p> <p>The Zoo</p> <p>Create movements to represent how animals move, including 'big' and 'small' movements</p> <p>Use facial expression to show how the animal is feeling and what they are doing</p> <p>Pupils create starting positions</p>	<p>Water</p> <p>Perform movements over 8 counts</p> <p>Change their movements in response to changes in the music</p> <p>Travel across the space with a partner</p> <p>Perform movements on different levels (high, medium and low)</p> <p>Create a sequence in pairs</p> <p>Explorers</p> <p>Respond to stimulus using a range of different, controlled movements</p> <p>Create frozen positions showing expression</p> <p>Develop motifs with a partner (combine two sequences together)</p> <p>Respond to the rhythm of music</p>
Gymnastics	<p>High Low Over Under</p> <p>Move in high and low ways</p> <p>Jump and land safely</p> <p>Move under and over apparatus</p> <p>Moving</p> <p>Move whilst pointing their fingers and toes</p> <p>Move on different body parts, including on apparatus</p> <p>Make shapes using different body</p>	<p>Wide Narrow Curled</p> <p>Make wide, narrow and curled shapes on different body parts, including on apparatus</p> <p>Make sequences with transitions between movements</p> <p>Body Parts</p> <p>Move using 'big' body parts (tummy, back, side, bottom), including on apparatus</p>	<p>Linking</p> <p>Move out of a roll with a balance or movement.</p> <p>Develop linking movements, including on apparatus</p> <p>Perform a jump, sink down, roll and balance</p> <p>Pupils link movements to create a sequence</p> <p>Pathways</p>

	<p>parts, including on apparatus</p> <p>Move in different directions</p> <p>Move using big and small movements</p>	<p>Move using 'small' body parts (hands, knees, elbows, feet), including on apparatus</p> <p>Transition between wide, narrow and curled shapes using big and small body parts</p>	<p>Move in a zigzag pathway</p> <p>Finish a pathway with a balance</p> <p>Create a sequence including a high and low movement, including with apparatus</p> <p>Move in a curved pathway</p>
Games for Understanding	<p>Take turns with a partner and with a group.</p> <p>Run and stay in their own space.</p> <p>Move into spaces, adjust their speed and change directions to avoid other pupils.</p> <p>Understand consequences.</p>	<p>Know what defending means and why we defend during a game</p> <p>Know what attacking means and why we attack during a game</p> <p>Learn and follow the rules of a game.</p> <p>Know how to present attackers from scoring</p> <p>Know how to defend and attack in a game.</p>	<p>Create and understand simple attacking principles, applying them into a game.</p> <p>Create and understand simple defending principles, applying them into a game.</p> <p>Understand the transition from defence to attack.</p> <p>Create simple defending and attacking tactics</p>

Key Stage 2

	Year 3	Year 4	Year 5	Year 6
Athletics	<p>Running</p> <p>Identify and demonstrate how different techniques can affect their performance.</p> <p>Focus on their arm and leg action to improve their sprinting technique.</p> <p>Begin to combine running with jumping over hurdles.</p> <p>Focus on trail leg and lead leg action when running over hurdles.</p>	<p>Running</p> <p>Confidently demonstrate an improved technique for sprinting.</p> <p>Carry out an effective sprint finish.</p> <p>Perform a relay, focusing on the baton changeover technique.</p> <p>Speed up and slow down smoothly.</p> <p>Jumping</p>	<p>Running</p> <p>Accelerate from a variety of starting positions and select their preferred position.</p> <p>Identify their reaction times when performing a sprint start.</p> <p>Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.</p> <p>Select the most suitable pace for the distance and</p>	<p>Running</p> <p>Recap, practise and refine an effective sprinting technique, including reaction time.</p> <p>Build up speed quickly for a sprint finish.</p> <p>Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.</p> <p>Accelerate to pass other competitors.</p>

	<p>Understand the importance of adjusting running pace to suit the distance being run.</p> <p>Jumping Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control.</p> <p>Throwing Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance.</p> <p>Competition Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p>	<p>Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.</p> <p>Throwing Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.</p> <p>Competition Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.</p>	<p>their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners.</p> <p>Jumping Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques.</p> <p>Throwing Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for</p>	<p>Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p> <p>Jumping Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p> <p>Throwing Perform a heave throw.</p>
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			<p>increased distance.</p> <p>Competition Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.</p>	<p>Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy.</p> <p>Competition Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.</p>
<p>Gymnastics</p>	<p>Symmetry Work in pairs to create symmetrical balances where they are linked to a partner Work in pairs to create asymmetrical balances Apply another level to a balance Perform balances on apparatus Hold a balance Travel between balances, including on apparatus</p>	<p>Bridges Perform a bridge balance with different levels and different connection points (with a partner) Hold balances for 4 seconds Move over, under, around apparatus</p>	<p>Balance Create and perform counter balances in pairs on the floor using a mat and using apparatus Apply more than one level to a balance using different body parts Select travelling movements to take them and their partner to another piece of apparatus Create and perform counter tension balances on the</p>	<p>Marching and Mirroring Create a paired matching and mirroring sequence on apparatus. Understand the difference between matching and mirroring. Collaborate effectively with their partners. Manage their emotions when performing their routines.</p>

			<p>floor using mats and using apparatus</p> <p>Create, practise, refine and perform a sequence</p>	
Dance	<p>Weather</p> <p>Respond to music</p> <p>Sequence movements in response to stimuli</p> <p>Make a clear change in dynamics</p> <p>Make movements that tell a story</p> <p>Stay in character</p> <p>Consider slow and fast movements</p> <p>Travel in different ways (diagonal lines)</p> <p>Make use of floor space</p>	<p>Circus</p> <p>Know what unison matched and canon is and perform each</p> <p>More with expression and stay in character</p> <p>Demonstrate change in levels</p> <p>Add drama and emotion to the dance</p> <p>Make interconnected movements with a partner</p> <p>Respond to music with appropriate actions</p> <p>Add 6 movements together to tell a story</p>	<p>Greek Gods</p> <p>Control their bodies maintaining a still, balanced position</p> <p>Travel in a range of pathways</p> <p>Make their movements big and exaggerated</p> <p>Use expression to demonstrate a clear change in character</p> <p>Create a start and finish position</p> <p>Extend performances using a range of apparatus and props</p> <p>Vary the level and speed of movements</p>	<p>Carnival</p> <p>Learn movements to the Samba.</p> <p>Move their feet to the rhythm of the beat.</p> <p>Use percussion in their performances.</p> <p>Perform with high energy.</p> <p>Know what makes an excellent dancer.</p> <p>Complete movements in unison, canon and with variation.</p> <p>Perform sequences with different counts</p>
Invasion Games	<p>Tag Rugby</p> <p>Move with the ball, passing and receiving</p> <p>Understand tagging</p> <p>Create space when attacking</p> <p>Develop passing and moving</p> <p>Combine passing and moving to create attacking opportunities</p> <p>Hockey</p>	<p>Tag Rugby</p> <p>Develop passing, moving and creating space</p> <p>Apply learning to 3v3 mini games</p> <p>Develop defending</p> <p>Develop defending in game situations</p> <p>Combine passing and moving to create an attack and score</p>	<p>Tag Rugby</p> <p>Refine passing and moving to create attacking opportunities</p> <p>Explore different passes that can be used to outwit defenders</p> <p>Refine defending as a team</p> <p>Create and apply defending as a team</p> <p>Create and apply defending</p>	<p>Tag Rugby</p> <p>Consolidate passing and moving</p> <p>Consolidate defending</p> <p>Create, understand and apply attacking tactics in game situations</p> <p>Create, understand and apply defending tactics in game situations</p> <p>Consolidate attacking and</p>

	<p>Develop dribbling; keeping control Develop passing and receiving Combine dribbling and passing to create space Develop passing, receiving and dribbling Introduce shooting</p> <p>Football Develop dribbling keeping control Develop passing and receiving Combine dribbling and passing to create space Develop passing, receiving and dribbling</p> <p>Handball Develop passing and receiving Develop passing and creating space Develop passing and moving Combine passing and moving Introduce shooting</p>	<p>Hockey Refine dribbling Refine passing Develop shooting; combine passing and dribbling to create shooting opportunities Develop passing and dribbling creating space for attacking opportunities Introduce defending; blocking and tackling</p> <p>Football Refine dribbling Turning Refine passing and receiving Develop passing and dribbling creating space Introduce shooting</p> <p>Handball Refine passing and receiving Develop passing and creating space Develop passing, moving and shooting Combine passing and shooting Introduce defending</p>	<p>tactics. Develop officiating</p> <p>Hockey Recap and refine dribbling and passing to create attacking opportunities Develop defending; block and tacking Refine shooting Refine attacking skills, passing dribbling and shooting Refine defending skills developing transition from defence to attack</p> <p>Football Recap and refine dribbling and passing to maintain possession Introduce defending Develop defending Develop shooting Refine attacking skills, passing, dribbling and shooting, introduce officiating</p> <p>Handball Consolidate passing and receiving Explore the function of other passes Develop defending</p>	<p>defending in mini games</p> <p>Hockey Consolidate keeping possession Consolidate possession skills, develop officiating Consolidate defending Create, understand and apply attacking tactics in game situations Create, understand and apply defending tactics in game situations</p> <p>Football Consolidate keeping possession Consolidation of possession skills, develop officiating Consolidate defending Organise formations and manage teams Organise formations decide tactics, manage teams and officiate games</p> <p>Handball Consolidate keeping possession; possession scenarios Consolidate possession skills, develop officiating Consolidate defending understand and apply</p>
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			Develop passing and creating space, introduce officiating Refine shooting	defending tactics game situations Consolidate defensive tactics; understand and apply defensive tactics in game scenarios
Striking and Fielding Games	Cricket Understand the concept of batting and fielding Introduce throwing overarm Introduce throwing underarm Introduce catching Striking with intent	Cricket Develop an understanding of batting and fielding Introduce bowling underarm Develop stopping and returning the ball Develop retrieving and returning the ball Striking the ball at different angels and speeds	Cricket Refine batting, understand and develop batting tactics Refine bowling, understand and develop bowling tactics Refine fielding stooping, catching and throwing Combine bowling and fielding creating and applying tactics. Introduce umpiring and scoring	Cricket Consolidate batting Consolidate fielding Consolidate bowling Create, understand and apply attacking tactics in game situations Create, understand and apply defensive tactics in game situations
Net and Wall Games	Tennis Introduce tennis; outwitting an opponent Creating space to win a point Consolidate how to win a game introduce rackets Introduce the forehand Table Tennis Introduce table tennis; Understand the difference between the forehand and backhand shot Understand the grip of	Tennis Developing the forehand shot Creating space to win a point using a racket Introduce the backhand Applying the forehand and backhand in game situations Applying the forehand and backhand creating space to win a point Table Tennis Introduce the table; Develop hand eye	Tennis Introduce the volley Develop the volley Controlling the game from the serve Doubles; understanding a applying tactics to win a pint Table Tennis Introduce serves; Understand the skill of spin in the game (back spin, top spin, side spin)	Tennis Game application; cone tennis Game application; round robin games Game application; mixed ability doubles, round robin games Game application; tag team tennis Table Tennis Introduce gameplay and rules; Decide when to play a

	<p>holding the racket</p> <p>Develop control of the ball on the bat or racket</p> <p>Balance the ball whilst travelling</p>	<p>coordination</p> <p>Develop understanding for forehand and backhand shot</p>		<p>forehand and backhand</p> <p>Develop a serve</p> <p>Umpire a game</p> <p>Set up equipment</p>
TriGolf	<p>Introduce golf;</p> <p>Balance with the correct stance</p> <p>Grip the club correctly</p> <p>Know what club you would use for different shots (putter and chipper)</p> <p>Swing the club</p>	<p>Hitting the ball with increased accuracy and aim for distance and height</p> <p>Further develop better balance</p> <p>Develop the swing of the club</p>	<p>Develop consistency of swing</p> <p>Hit the ball over different distances and heights with hazards</p> <p>Know how to score</p> <p>Play in pairs and small groups</p>	<p>Introduce match play;</p> <p>Know how to score in a match environment</p> <p>Understand the rules and different formats of the game</p> <p>Develop accuracy and aim for distance and height when avoiding hazards</p>
Swimming	<p>Pupils can move in the pool (for example, jump, walk, hop and spin, using swimming aids and/or support).</p> <p>Pupils can float and move with and without swimming aids.</p> <p>Pupils can propel themselves in water using different swimming aids, arms and leg actions and basic strokes.</p>	<p>Pupils can pace themselves in floating.</p> <p>Pupils use arm and leg actions laying on their front and back.</p>	<p>Pupils can swim unaided for a sustained period of time over a distance of at least 25 metres.</p> <p>Pupils can use a range of recognized strokes and personal survival skills (for example front crawl, backstroke, sculling, floating and surface diving).</p>	<p>Pupils can swim competitively in a race.</p> <p>Pupils can select their strongest stroke to use.</p> <p>As a team pupils can select the best strokes to use and best positions for everyone to race in.</p> <p>Pupils show encouragement and respect to their teammates.</p>