

Being a Sports Person at Tanners Brook Primary School

EYFS – The foundations of becoming a sports person

The fundamentals of PE learning and understanding starts in the Early Years through Physical Development as a key area of learning and the Early Learning Goal (ELG) Gross Motor Skills.

Reaching this goal can be demonstrated in many learning opportunities but it is likely to see:

- Daily energetic play outdoors incorporating running, jumping, climbing, skipping, etc
- Talk about being healthy through eating healthily, exercising, sleeping and taking part in wellbeing activities such as breathing techniques
- Learning how to manage space, obstacles and risks safely
- Children choosing to ride bikes, trikes and scooters
- Exploration of formulating and playing games involving a variety of resources such as beanbags, hoops and balls
- Children demonstrating their strength, balancing and co-ordination when playing

Although not a statutory requirement, at Tanners Brook we also deliver stand-alone PE lessons in the Early Years to further develop the physical skills of our children, preparing them to become a sports person. These foundations will support our children when they start to learn the National Curriculum for PE in KS1.

KS1 National Curriculum: Being a Sports Person

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.

Pupils should be taught to:

- 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.

KS2 National Curriculum: Being a Sports Person

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.

Pupils should be taught to:

- 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.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- 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.

At Tanners Brook, this is taught in Year Five.

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Early Years	<p>Area of Learning – Physical Development Development Matters Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p>		<p>Area of Learning – Physical Development Development Matters Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>		<p>Area of Learning – Physical Development Early Learning Goal: Gross Motor Skills 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</p>	
Year One Curriculum Content Criteria	<p><u>A Year One Sports Person:</u></p> <p><u>Games</u></p> <ul style="list-style-type: none"> • I throw underarm. • I hit a ball with a bat. • I move and stop safely. • I throw and catch with both hands. • I throw and kick in different ways. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I make my body curled, tense, stretched and relaxed. • I control my body when travelling and balancing. • I copy sequences and repeat them. • I roll, curl, travel and balance in different ways. <p><u>Dance</u></p> <ul style="list-style-type: none"> • I move to music. • I copy dance moves. • I perform my own dance moves. • I make up a short dance. • I move safely in a space. <p><u>General</u></p> <ul style="list-style-type: none"> • I copy actions. • I repeat actions and skills. 					

	<ul style="list-style-type: none"> I move with control and care. I use equipment safely. 					
Year One Units of Study	<p>Unit Title Gymnastics - Unit 1</p> <p>Knowledge and context: Use simple gymnastics actions and shapes. Apply basic shape to gymnastics actions. Recognise 'like' actions and link them.</p> <p>Skills: 1. To perform 'like' actions in a sequence. 2. To perform shapes on large and small body parts. 3. To take off and land and use shape in our jumps. 4. To travel on our feet showing good body tension. 5. To learn how we can create different levels in our performance.</p> <p>Enhancements:</p>	<p>Unit Title Dance – Unit 1</p> <p>Knowledge and context: Respond to a range of stimuli and types of music. Explore space, direction, levels and speed. Perform with different body parts.</p> <p>Skills: 1. To show moods and feelings. 2. To move in different ways in response to a stimuli. 3. To perform leading and following movements. 4. To perform a short dance with a clear start, middle and end. 5. To use repeated actions</p> <p>Enhancements:</p>	<p>Unit Title Gymnastics – Unit 2</p> <p>Knowledge and context: To show a range of recognised point balances. To introduce turn, twist, rock and roll and to link these. To perform unison simple canon and unison techniques.</p> <p>Skills: 1. To move on, off and over apparatus and to use the 'magic chair' landing. 2. To rock on different parts of our body and rock using shape. 3. To perform specific point balances such as H and Y balance. 4. To perform actions at the same time as others (unison). 5. To perform actions one person after the other (canon). 6. To turn and jump and quarter and half turn.</p> <p>Enhancements:</p>	<p>Unit Title Dance – Unit 2</p> <p>Knowledge and context: To be able to build simple movement patterns from given actions. Compose and link actions to make simple movement phrases.</p> <p>Skills: 1. To perform actions to music. 2. To march in time to the beat and turn while marching. 3. To march in time as a group. 4. To perform actions in canon (one after the other). 5. To perform a short dance using canon. 6. To perform in rounds using different groups.</p> <p>Enhancements:</p>	<p>Unit Title OAA</p> <p>Knowledge and context: Use thinking skills to follow multi-step instructions. Solve more challenging problems as an individual. Comprehend one thing can represent another. Take part in activities with increasing challenge to build confidence.</p> <p>Skills: 1. To follow simple instructions to complete a trail. 2. To find matching symbols. 3. To copy and create a hoop dance. 4. To work with a partner to complete a hoop challenge. 5. To recognise a drawn symbol real object e.g., square = ball. 6. To use decision making skills to find equipment.</p> <p>Enhancements:</p>	<p>Unit Title Run, Jump, Throw – Unit 2</p> <p>Knowledge and context: Increase stamina and core strength. Work collaboratively on more complex tasks. Work to improve strength, balance, agility and coordination.</p> <p>Skills: 1. To use agile movements in different activities. 2. To recognise different ways to start and end an activity e.g., a whistle. 3. To develop stamina when running. 4. To develop core strength to improve throwing. 5. To stride and jump for height. 6. To choose the best starting position for running quickly.</p> <p>Enhancements: Sports Week/Sports Day</p>
	<p>Unit Title Attack, Defend, Shoot – Unit 1</p> <p>Knowledge and context: To practise basic movements including running, jumping, etc, and begin to engage in competitive activities. Experience opportunities to improve ABCs.</p> <p>Skills:</p>	<p>Unit Title Hit, Catch, Run – Unit 1</p> <p>Knowledge and context: Able to hit objects with hand or bat. Track and receive a rolling ball. Throw and catch a variety of balls and objects.</p> <p>Skills: 1. To select a space to throw or roll a ball into.</p>	<p>Unit Title Send and Return – Unit 1</p> <p>Knowledge and context: Able to send an object with increased confidence using hand or bat. Move towards a moving ball to return. Sending or returning a variety of balls.</p> <p>Skills: 1. To slide a beanbag to a target.</p>	<p>Unit Title Attack, Defend, Shoot – Unit 2</p> <p>Knowledge and context: To recognise rules and apply them. Use and apply simple strategies for invasion games. Preparing for and explaining the reasons why we enjoy exercise.</p> <p>Skills:</p>	<p>Unit Title Run, Jump, Throw – Unit 1</p> <p>Knowledge and context: To begin to link running and jumping. Learn and refine a range of running techniques. Develop throwing techniques to throw over longer distances.</p> <p>Skills:</p>	<p>Unit Title Hit, Catch, Run – Unit 2</p> <p>Knowledge and context: Develop sending and receiving skills to benefit fielding as a team. Distinguish between the role of batters and fielders. Introduce the concept of simple tactics.</p> <p>Skills:</p>

	<ol style="list-style-type: none"> To hit a target. To defend a target. To roll and slide balls and beanbags. To shoot in a game to get points. To work with a partner to score points. To use attacking and defending skills in a game. <p>Enhancements:</p>	<ol style="list-style-type: none"> To track and collect a rolling ball. To catch a ball to stop an opponent from scoring. To use our hands to hit a ball. To run between bases to score points. To work as a team to score points. <p>Enhancements:</p>	<ol style="list-style-type: none"> To hit a ball in different ways with our hands. To move towards a ball to return it. To work with a partner to stop and return a beanbag. To know what a rally is and work with rally with a partner. To send a ball into space to make it harder for an opponent. <p>Enhancements:</p>	<ol style="list-style-type: none"> To find our pulse on our wrist. To move side to side to defend a goal. To bounce a ball with control to ourselves. To aim at different targets. To adapt to a game with changing rules. To play in the best defensive position within a game. <p>Enhancements:</p>	<ol style="list-style-type: none"> To start and stop moving at speed. To use our arms when running at different speeds. To take off on two feet to jump at distance. To use the correct technique to throw different objects for distance. To show improvement in our throwing. To take part in competition using running, jumping and throwing skills. <p>Enhancements:</p>	<ol style="list-style-type: none"> To catch a ball over a short distance. To begin to hit a ball with power. To position ourselves in the path of a ball. To field a ball to a base. To begin to catch a ball at different heights. To stop other teams from scoring points. <p>Enhancements:</p>
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Year Two Curriculum Content Criteria	<p><u>A Year Two Sports Person:</u></p> <p><u>Games</u></p> <ul style="list-style-type: none"> I use hitting, kicking and/or rolling in a game. I decide the best space to be in during a game. I use a tactic in a game. I follow rules. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> I plan and perform a sequence of movements. I improve my sequence based on feedback. I think of more than one way to create a sequence which follows some 'rules'. I work on my own and with a partner. <p><u>Dance</u></p> <ul style="list-style-type: none"> I change rhythm, speed, level and direction in my dance. I dance with control and coordination. I make a sequence by linking sections together. I use dance to show a mood or feeling. <p><u>General</u></p> <ul style="list-style-type: none"> I copy and remember actions. I talk about what is different from what I did and what someone else did. 					

Year Two Units of Study	Unit Title Gymnastics – Unit 1	Unit Title Dance – Unit 1	Unit Title Gymnastics – Unit 2	Unit Title Dance – Unit 2	Unit Title Run, Jump, Throw – Unit 1	Unit Title Run, Jump, Throw – Unit 2
	Knowledge and context: Describe and explain how performers can transition and link elements. Perform	Knowledge and context: Describe and explain how performers can transition from shapes and balances.	Knowledge and context: Develop body management through a range of floor exercises.	Knowledge and context: Perform using more sophisticated formations as well as an individual.	Knowledge and context: Throw and handle a variety of objects. Develop power, agility, coordination and	Knowledge and context: Improve running and jumping movements over sustained periods. Reflect

<p>basic actions with control at different speeds and levels. Develop flexibility in a range of shapes and balances.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. To combine four elements into a floor sequence. 2. To create power in a variety of different jumps. 3. To take weight on our hands and move in different ways. 4. To use flexibility in a bridge and japana gymnastics shapes. 5. To perform the point balance arabesque. 6. To perform a teddy roll. <p>Enhancements:</p>	<p>Challenge themselves to move imaginatively responding to music. Work as part of a group to create and perform.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. To use images to inspire our dance. 2. To show feelings through dance. 3. To create movements to show connection between two characters. 4. To create a solo dance with changes of speed and direction. 5. To match our movements to music. 6. To choose a formation for our dance and explain our choice. <p>Enhancements:</p>	<p>Use core strength to link recognised gymnastics elements. Attempt to use rhythm while perform a sequence.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. To use a relevé walk in a sequence. 2. To perform a dish and arch shape moving smoothly from one to the other. 3. To develop our strength in back support and crab. 4. To frog jump and leapfrog. 5. To hold and L-sit with a straight back. 6. To bring rhythm and flow to our sequence. <p>Enhancements:</p>	<p>Use the stimuli to copy, repeat and create dance actions and motifs.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. To develop a dance that shows different emotions. 2. To dance with rhythm following a clockwork pattern. 3. To work on our own to create a short movement phrase. 4. To watch, copy and repeat actions to create a 'motif'. 5. To perform our motif in different formations. 6. To use different movement pathways in our dance. <p>Enhancements:</p>	<p>balance. Negotiate obstacles showing increased control.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. To move quickly whilst being aware of others around. 2. To create power with our legs to turn at speed. 3. To move through an obstacle course with speed and control. 4. To choose the best throw for different situations. 5. To use quick feet while sprinting. 6. To perform static and dynamic balances. <p>Enhancements:</p>	<p>on activities and make connections to healthy active lifestyles. Jump for distance and height.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. To work individually to run over a longer distance. 2. To improve strength to increase our jumping distance. 3. To create power when throwing for distance. 4. To use breathing techniques to be able to run more. 5. To cooperate with our partners to complete a task well. 6. To listen to others and work as a team to achieve the highest score possible. <p>Enhancements: Sports Week/Sports Day</p>
<p>Unit Title OAA</p> <p>Knowledge and context: Use searching skills to find given things from clues and pictures. As a pair navigate space. Use and explore unusual equipment, to develop motor skills, coordination and problem solving.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. To work as a team to complete a task. 2. To use problem solving skills to complete a simple treasure hunt. 	<p>Unit Title Hit, Catch, Run – Unit 1</p> <p>Knowledge and context: To develop hitting skills with a variety of bats. Practise feeding/bowling skills. Hit and run to score points in games.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. To hit a ball to score points running to cones. 2. To defend a target by kicking. 3. To bowl underarm with control. 	<p>Unit Title Send and Return – Unit 1</p> <p>Knowledge and context: Be able to track the path of a ball over a net and move towards it. Begin to hit and return a ball with some consistency. Play modified net/wall games, throwing catching and sending over a net.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. Learning to stay on our toes to move quickly to the ball. 2. To identify which hand is dominant in a game. 3. To know the basic rules of serving to our partner. 	<p>Unit Title Attack, Defend, Shoot – Unit 1</p> <p>Knowledge and context: Send and receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills e.g., dribbling and passing.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. To kick the ball over long and short distances. 2. To stop a ball using the foot. 3. To work as a team to keep the ball. 	<p>Unit Title Send and Return – Unit 2</p> <p>Knowledge and context: Be able to make it difficult for their opponent to score a point. Begin to choose specific tactics. Transfer net/wall skills. Improve agility and coordination and use in a game.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. To feed a ball to our partner with consistency. 2. To send the ball to different parts of the court. 3. To throw and catch in a seated position. 	<p>Unit Title Attack, Defend, Shoot – Unit 2</p> <p>Knowledge and context: Select and apply a small range of simple tactics. Recognise good qualities in self and others. Work with others to build basic attacking play.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. To throw different types of equipment. 2. To move to space after passing the ball. 3. To pass and move forward to a target with a partner.

	<p>3. To copy and then recreate a simple movement pattern.</p> <p>4. To give clues to guide a blindfolded person safely.</p> <p>5. To improve performance through repetition.</p> <p>6. To use a key on a map to recreate a map with accuracy.</p> <p>Enhancements:</p>	<p>4. To hit a ball using different bats and techniques.</p> <p>5. To throw accurately to a base.</p> <p>6. To hit a ball into a space away from fielders.</p> <p>Enhancements:</p>	<p>4. To develop agility and use it in a game.</p> <p>5. To use the correct grip to hit a self-fed ball.</p> <p>6. To use the ready position in a rally.</p> <p>Enhancements:</p>	<p>4. To bounce a ball with my partner.</p> <p>5. To bounce the ball while we are moving (dribbling).</p> <p>6. To pass the ball forward in a game.</p> <p>Enhancements:</p>	<p>4. To accurately serve the ball to different parts of the court.</p> <p>5. to use overarm attacking shots in a game.</p> <p>6. To manage what we should be doing within a competition.</p> <p>Enhancements:</p>	<p>4. To position ourselves as a goalkeeper.</p> <p>5. To intercept a ball from a person on the other team.</p> <p>6. To use the skills we have developed in a competition.</p> <p>Enhancements: Sports Week/Sports Day</p>
Year Three Curriculum Content Criteria	<p><u>A Year Three Sports Person:</u></p> <p><u>Games</u></p> <ul style="list-style-type: none"> • I throw and catch with control. • I am aware of space and use it to support team-mates and to cause problems for the opposition. • I know and use rules fairly. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I adapt sequences to suit different types of apparatus and criteria. • I explain how strength and suppleness affect performance. • I compare and contrast gymnastic sequences. <p><u>Dance</u></p> <ul style="list-style-type: none"> • I improvise freely and translate ideas from a stimulus into movement. • I share and create phrases with a partner and small group. • I repeat, remember and perform phrases. <p><u>Athletics</u></p> <ul style="list-style-type: none"> • I run at fast, medium and slow speeds; changing speed and direction. • I take part in a relay, remembering when to run and what to do. <p><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"> • I follow a map in a familiar context. • I use clues to follow a route. • I follow a route safely. 					
Year Three Units of Study	<p>Unit Title Gymnastics – Unit 1</p> <p>Knowledge and context: Modify actions independently using different pathways, directions and shapes. Consolidate and improve movements and gymnastics actions. Relate strength and flexibility to</p>	<p>Unit Title Dance – Unit 1</p> <p>Knowledge and context: Practice and put together a performance. Perform using facial expressions. Perform with a prop.</p> <p>Skills: 1. To perform a jazz square and use it in our dance.</p>	<p>Unit Title Gymnastics – Unit 2</p> <p>Knowledge and context: Identify similarities and differences in sequences. Develop body management over a range of floor exercises. Attempt to bring explosive moves into floor work. Show</p>	<p>Unit Title Dance – Unit 2</p> <p>Knowledge and context: Building stylistic qualities through repetition and applying movement to own bodies. Building basic creative choreography skills in travelling, dynamics and partner work.</p>	<p>Unit Title Athletics (including Sports Day preparation)</p> <p>Knowledge and context: To control movement in response to instructions. Demonstrate agility and speed. Jump for height and distance. Throw with speed and power and apply appropriate force.</p> <p>Skills: 1. Jumping and hopping sequences. 2. To run at different speeds. 3. To approach and jump hurdles.</p>	

<p>actions. To use basic compositional ideas.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. To show full extension during a balance. 2. To move in and out of contrasting shapes with fluency. 3. To perform a sequence using different types of rolls. 4. To perform powerful jumps from low apparatus. 5. To perform in unison with a partner. 6. To create group performance using contrasting actions. <p>Enhancements:</p>	<ol style="list-style-type: none"> 2. To perform a dance showing two contrasting characters. 3. To develop movements using improvisation. 4. To use props in our dance sequence. 5. To use facial expressions to bring life and emotion to our dance. 6. To take on the role of director to help others improve their dance. <p>Enhancements:</p>	<p>increasing flexibility in shapes and balances.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. To perform Japana. 2. To use bounces and broad jumps in a sequence. 3. To attempt a half lever. 4. To transition from a Japana to another shape with control. 5. Stretches while moving and when we are still to increase our flexibility. 6. To show strength, flexibility and control in our sequence. <p>Enhancements:</p>	<p>Skills:</p> <ol style="list-style-type: none"> 1. To perform 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 the final performance. <p>Enhancements:</p>	<ol style="list-style-type: none"> 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. <p>Enhancements:</p> <p>Sports Week/Sports Day</p>	
<p align="center">Unit Title Netball</p> <p>Knowledge and context: Perform basic netball skills such as passing and catching using recognised throws. Implement the basic rules of netball.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. To perform quick, accurate chest passes. 2. To use dodging to get from our opponent. 3. To catch a netball. 4. To use a bounce pass to feed a goal shooter. 5. To throw for distance using a shoulder pass. 6. To collect a loose ball. <p>Enhancements:</p>	<p align="center">Unit Title Football</p> <p>Knowledge and context: Able to show basic control skills. Send the ball with some accuracy to maintain possession and build attacking play. Implement the basic rules of football.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. To use the inside of the foot to pass the ball. 2. To trap a ball that is moving along the ground with control. 3. To pass the ball accurately into space over short distances. 4. To identify and move into space to receive the ball. 	<p align="center">Unit Title Hockey</p> <p>Knowledge and context: Play in a hockey-type invasion game. Improve game-based agility. Manipulate objects using a stick and ball with safety and control.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. To keep close control of the ball using the flat side of the stick. 2. To control the ball and pass it into a 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. 	<p align="center">Unit Title OAA</p> <p>Knowledge and context: Work with others to solve problems. Describe their work and use different strategies to solve problems. Lead others and be led. Differentiate between when a task is competitive and when it is collaborative.</p> <p>Skills:</p> <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. 	<p align="center">Unit Title Cricket</p> <p>Knowledge and context: Adhere to some of the basic rules of cricket. Develop a range of skills to use in isolation and a competitive context. Strike a bowled ball.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. To hit a stationary ball into space using a 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. 	<p align="center">Unit Title Tennis</p> <p>Knowledge and context: To identify and describe some rules of tennis. Serve to begin a game and explore forehand hitting.</p> <p>Skills:</p> <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 and underarm serve to start a rally. 4. To move towards a ball to return it over a net. 5. To play cooperatively with a partner to keep a ball moving over a net.

		5. To use the outside of the foot to control the ball and dribble. 6. To cushion the ball when receiving. Enhancements:	6. To avoid our feet contacting the ball and apply basic rules to the game. Enhancements:	4. To work with others and identify what went well and what we could do to improve. 5. To use the outside of the foot to control the ball and dribble. 6. To safely take part in trust-based activities. Enhancements:	5. To throw longer distance overarm. 6. To perform as a wicketkeeper. Enhancements:	6. To perform forehand hits to score points in a competition. Enhancements: Sports Week/Sports Day
Year Four Curriculum Content Criteria	<p><u>A Year Four Sports Person:</u></p> <p><u>Games</u></p> <ul style="list-style-type: none"> • I catch with one hand. • I throw and catch accurately. • I hit a ball accurately with control. • I keep possession of the ball. • I vary tactics and adapt skills depending on what is happening in a game. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I work in a controlled way. • I include change of speed and direction. • I include a range of shapes. • I work with a partner to create, repeat and improve a sequence with at least three phases. <p><u>Dance</u></p> <ul style="list-style-type: none"> • I take the lead when working with a partner or group. • I use dance to communicate an idea. <p><u>Athletics</u></p> <ul style="list-style-type: none"> • I run over a long distance. • I sprint over a short distance. • I throw in different ways. • I hit a target. • I jump in different ways. <p><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"> • I follow a map in a (more demanding) familiar context. • I follow a route within a time limit. 					
Year Four Units of Study	<p>Unit Title Gymnastics - Unit 1</p> <p>Knowledge and context: Become increasing competent and confident to perform skills more consistently. Perform in time with a partner and</p>	<p>Unit Title Dance - Unit 1</p> <p>Knowledge and context: Work to include freeze frames in routines. Practise and perform a variety of different formations in dance.</p> <p>Skills:</p>	<p>Unit Title Gymnastics - Unit 2</p> <p>Knowledge and context: Develop and increased range of body actions and shapes to include in a sequence. Define muscle groups needed to support the core of the body.</p>	<p>Unit Title Dance – Unit 2</p> <p>Knowledge and context: Concentrate on one simple theme throughout and linking all activities to communicate this to an audience.</p> <p>Skills:</p>	<p>Unit Title Athletics (including Sports Day preparation)</p> <p>Knowledge and context: Investigate ways of performing running, jumping and throwing activities. Use a variety of equipment to measure time, and compare different styles of runs, jumps and throws.</p> <p>Skills:</p>	

<p>group. Use compositional ideas in sequences.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. To perform a six element sequence which uses changes in speed and direction. 2. To use the STEP principle to create and perform a partner sequence. 3. To take weight on our hands, showing control. 4. To develop a sequence using compositional ideas e.g., pathways. 5. To cooperate as a group to refine a short sequence. 6. To compare and judge sequences. <p>Enhancements:</p>	<ol style="list-style-type: none"> 1. To use freeze frame in our dances. 2. To perform a slide and roll confidently. 3. To use a variety of formations when performing. 4. To extend our 'mission dance' phrases using canon. 5. To sequence our dance actions to show good flow. 6. To create a five-action dance routine showing good 'stage' entry. <p>Enhancements:</p>	<p>Refine taking weight on small and large body types.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. To perform a weighted bunny hop showing control and balance. 2. An arabesque balance and an over-the-shoulder roll. 3. To identify and engage core muscles for stability. 4. To smoothly transition from a front support to a side support. 5. To perform a shoulder stand with control. 6. To combine all elements of this unit showing smooth transitions. <p>Enhancements:</p>	<ol style="list-style-type: none"> 1. To communicate the theme of a snake through our dance actions. 2. To use dynamics and formation in our dance to help us 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. <p>Enhancements:</p>	<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 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. <p>Enhancements: Sports Week/Sports Day</p>	
<p>Unit Title Basketball</p> <p>Knowledge and context: Increase confidence and selection of basic skills such as dribbling, throwing and shooting. Develop a range of ball-handling skills. Use footwork rules in a game situation and explore basic marking.</p> <p>Skills:</p> <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 1-to-1 marking to stop the ball handler. 	<p>Unit Title Tag rugby</p> <p>Knowledge and context: To consistently perform basic tag rugby skills. Implement rules and develop tactics in competitive situations. Increase speed and build endurance during gameplay.</p> <p>Skills:</p> <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. 	<p>Unit Title Football</p> <p>Knowledge and context: Introduce some defensive skills. Dribble in different directions using different parts of their feet. Passing for distance. Evaluating skills to aid improvement.</p> <p>Skills:</p> <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. 	<p>Unit Title OAA</p> <p>Knowledge and context: Work well in a team or group within defined and understood roles. Plan and refine strategies to solve problems. Identify the relevance of and use maps, compasses and symbols. Identify what they do well and suggest what they could do to improve.</p> <p>Skills:</p> <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. 	<p>Unit Title Rounders</p> <p>Knowledge and context: To develop a range of skills in a competitive context. Choose and use a range of simple tactics in isolation and a game context. Identify different roles in rounders.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. To hit the ball in different directions. 2. To run between the posts and avoid getting stumped out. 3. To intercept the ball using one hand. 4. To underarm bowl, abiding by the rules of bowling. 	<p>Unit Title Tennis</p> <p>Knowledge and context: Explore some forehand and backhand shots. Work to return the serve. Explore positions in gameplay.</p> <p>Skills:</p> <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 movement to consistently return the serve.

	<p>4. To perform a bounce pass to outwit an opponent.</p> <p>5. To perform a jump shot.</p> <p>6. To perform passing and moving with a teammate.</p> <p>Enhancements:</p>	<p>5. To use changes of speed to create gaps to run into.</p> <p>6. To create attacking opportunities in competitive games.</p> <p>Enhancements:</p>	<p>5. To pass and receive the ball over longer distances.</p> <p>6. To perform passing and moving with a teammate.</p> <p>Enhancements:</p>	<p>3. To name and recognise the cardinal points of the compass.</p> <p>4. To complete and orienteering task calmly under time pressure.</p> <p>5. To work with a partner to use a map to follow a course.</p> <p>6. To recognise and recall common map symbols from a key.</p> <p>Enhancements:</p>	<p>5. To play the role of backstop in a small game.</p> <p>6. The rounders scoring system and using it in a game.</p> <p>Enhancements:</p>	<p>5. To work with a partner to score points in a game.</p> <p>6. To use forehand and backhand shots to score points in a competitive situation.</p> <p>Enhancements: Sports Week/Sports Day</p>
Year Five Curriculum Content Criteria	<p><u>A Year Five Sports Person:</u></p> <p><u>Games</u></p> <ul style="list-style-type: none"> • I gain possession by working a team. • I pass in different ways. • I use forehand and backhand with a racket. • I can field. • I choose a tactic for defending and attacking. • I use a number of techniques to pass, dribble and shoot. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I make complex extended sequences. • I combine action, balance and shape. • I perform consistently to different audiences. <p><u>Dance</u></p> <ul style="list-style-type: none"> • I compose my own dances in a creative way. • I perform to an accompaniment. • My dance shows clarity, fluency, accuracy and consistency. <p><u>Athletics</u></p> <ul style="list-style-type: none"> • I controlled when taking off and landing. • I throw with accuracy. • I combine running and jumping. <p><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"> • I follow a map into an unknown location. • I use clues and a compass to navigate a route. • I change my route to overcome a problem. • I use new information to change my route. 					
Year Five Units of Study	<p>Unit Title Gymnastics – Unit 1 (non-swimming class)</p> <p>Knowledge and context:</p>	<p>Unit Title Dance – Unit 1</p> <p>Knowledge and context: Perform different styles of dance fluently and clearly.</p>	<p>Unit Title Gymnastics – Unit 1 (non-swimming class)</p> <p>Knowledge and context:</p>	<p>Unit Title Dance – Unit 2</p> <p>Knowledge and context: Using professional examples to inspire ideas</p>	<p>Unit Title Athletics (including Sports Day preparation)</p> <p>Knowledge and context: Sustain pace over short and longer distances. Run as part of a relay team. Perform a range of jumps and throws.</p>	

<p>Create longer and more complex sequences and adapt performances. Take the lead in a group. Develop symmetry. Compare performance and judge strength and areas for improvement. Select component for improvement.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. The key steps for a roundoff. 2. To create and perform a partner sequence using symmetry. 3. To create and perform a partner sequence using asymmetry. 4. To perform a counterbalance with partner. 5. To perform smooth transitions between counterbalances using different levels. 6. To evaluate each other's work and suggest improvements. <p>Enhancements:</p>	<p>Refine and improve dances adapting them to include the use of space, rhythm and expression.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. What a 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 3-step line dance with a partner. 6. To work collaboratively within our group to improve our performance. <p>Enhancements:</p>	<p>Create longer and more complex sequences and adapt performances. Take the lead in a group. Develop symmetry. Compare performance and judge strength and areas for improvement. Select component for improvement.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. The key steps for a roundoff. 2. To create and perform a partner sequence using symmetry. 3. To create and perform a partner sequence using asymmetry. 4. To perform a counterbalance with partner. 5. To perform smooth transitions between counterbalances using different levels. 6. To evaluate each other's work and suggest improvements. <p>Enhancements:</p>	<p>for explosive action. Owning and exploring new movement possibilities.</p> <p>Skills:</p> <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 phrase. 5. To show the theme of an attack, performing at a low level. 6. To work effectively with others to improve movement quality and performance. <p>Enhancements:</p>	<p>Skills:</p> <ol style="list-style-type: none"> 1. To run for speed and distance on our own and as part of a team. 2. Pacing our 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 using the STEP principle. <p>Enhancements: Sports Week/Sports Day</p>	
<p>Unit Title Netball (non-swimming class)</p> <p>Knowledge and context: Make choices about which pass to use and where to shoot from. Implement tactics to get free. Move quickly around the court.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. To choose the appropriate pass for different scenarios. 	<p>Unit Title Football</p> <p>Knowledge and context: Play effectively in a variety of positions and formations. Relate a greater number of attacking and defensive tactics. Become more skilful when performing movements at speed.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. To turn with the ball. 	<p>Unit Title Netball (non-swimming class)</p> <p>Knowledge and context: Make choices about which pass to use and where to shoot from. Implement tactics to get free. Move quickly around the court.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. To choose the appropriate pass for different scenarios. 	<p>Unit Title OAA</p> <p>Knowledge and context: Explore ways of communicating in a range of challenging activities. Navigate and solve problems from memory. Develop and use trust to complete the task and perform under pressure.</p> <p>Skills:</p>	<p>Unit Title Cricket</p> <p>Knowledge and context: Link a range of skills and use in combination. Collaborate in a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to cricket e.g., power, flexibility and cardiovascular endurance.</p> <p>Skills:</p>	<p>Unit Title Tennis</p> <p>Knowledge and context: Introduce volley shots and overhead shots. Apply new shots into game situations. Play with others to score and defend points in competitive games. Further explore tennis service rules.</p> <p>Skills:</p>

	<p>2. To find space to receive in a game. 3. To use different dodging techniques to outwit a defender and get free. 4. To practise and perform pivoting and quick turns. 5. To get into closer shooting positions. 6. To react and move quickly in isolation and in games.</p> <p>Enhancements:</p>	<p>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 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.</p> <p>Enhancements:</p>	<p>2. To find space to receive in a game. 3. To use different dodging techniques to outwit a defender and get free. 4. To practise and perform pivoting and quick turns. 5. To get into closer shooting positions. 6. To react and move quickly in isolation and in games.</p> <p>Enhancements:</p>	<p>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 record different objects whilst navigating. 4. To use clear communication to recreate a shape from memory. 5. To use imagination and creative thinking to create the tallest marshmallow tower. 6. To send and interpret messages using morse code.</p> <p>Enhancements:</p>	<p>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 whilst using a run up. 5. To play a forward defensive shot. 6. To set a field in a game to limit the runs scored by a batter.</p> <p>Enhancements:</p>	<p>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 this. 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.</p> <p>Enhancements: Sports Week/Sports Day</p>
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Year Six Curriculum Content Criteria	<p><u>A Year Six Sports Person:</u></p> <p><u>Games</u></p> <ul style="list-style-type: none"> • I play to agreed rules. • I explain rules to others. • I can umpire. • I make a team and communicate a plan. • I lead others in a game situation. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I combine my own work with that of others. • I sequence to specific timings. <p><u>Dance</u></p> <ul style="list-style-type: none"> • I develop sequences in a specific style. • I choose my own music and style. <p><u>Athletics</u></p> <ul style="list-style-type: none"> • I demonstrate stamina. <p><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"> • I plan a route and a series of clues for someone else. • I plan with others, taking account of safety and danger. 					

Unit Title Gymnastics – Unit 1 Knowledge and context:	Unit Title Dance – Unit 1 Knowledge and context:	Unit Title Gymnastics – Unit 2 Knowledge and context:	Unit Title Dance – Unit 2 Knowledge and context:	Unit Title Athletics Knowledge and context:	
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Year Six Units of Study	<p>Demonstrate accuracy, consistency and clarity of movement. Arrange apparatus to enhance work and vary compositional ideas. Experience flight on and off of high apparatus.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. To use controlled flight onto high apparatus. 2. To dismount from high apparatus. 3. To develop a short sequence using flight in canon formation. 4. To incorporate equipment such as hoops and balls into a group sequence. 5. To create a paired flight sequence using both canon and unison. 6. To create and perform a six-element sequence to music. <p>Enhancements:</p>	<p>To work collaboratively to include more complex compositional ideas. Talk about different dance styles with understanding using appropriate language and terminology.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. The technique of the stag leap and rebound jump. 2. To explore relationships through dance and perform partner lifts. 3. To compose a dance phrase based on the Haka. 4. To choose and use suitable dynamics for the Haka. 5. To link freeze frames to street dance style to create a short movement phrase. 6. To perform a top rock and slide step and perform confidently with a partner. <p>Enhancements:</p>	<p>Perform increasingly complex sequences. Combine own ideas with others to build sequences. Compose and practise actions and relate to music. Show a desire to improve competency across a broad range of gymnastics actions.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. To perform a ten-element sequence using both floor and apparatus. 2. To perform with equipment and respond creatively to music. 3. To create judging criteria and assess performances against it. 4. To create and perform interesting patterns as part of a group. 5. To select and apply the appropriate walk and presentation to start a sequence. 6. To perform a ten-element sequence with a one-minute time limit. <p>Enhancements:</p>	<p>Demonstrating narrative through contact and relationships. Showing tension through pattern and formation.</p> <p>Skills:</p> <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 dance as opposing gangs attacking each other. 6. To show performance qualities in our gang dance and evaluate our work. <p>Enhancements:</p>	<p>Apply strength and flexibility to throwing, running and jumping. Accurately and confidently judge across a variety of activities. Work in collaboration to demonstrate improvement.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. Sprint start technique to increase our running speed. 2. The three phrases 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 paarlauf. 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. <p>Enhancements: Sports Week/Sports Day</p>	
	<p>Unit Title OAA</p> <p>Knowledge and context: Use information given by others to complete tasks and work collaboratively. Undertake more complex tasks. Take responsibility for a role. Use knowledge of PE and physical activities to suggest design</p>	<p>Unit Title Tag rugby</p> <p>Knowledge and context: Choose and implement a range of strategies and tactics to attack and defend. Combine and perform more complex skills at speed. Observe, analyse and recognise good individual and team performance. Suggest,</p>	<p>Unit Title Football</p> <p>Knowledge and context: Choose and implement a range of strategies to attack and defend. Perform a wider range of more complex skills. Recognise and describe good performances. Suggest, plan and lead simple drills for given skills.</p>	<p>Unit Title Basketball</p> <p>Knowledge and context: Apply aspects of fitness to the game such as power and strength. Choose and implement a range of strategies to play defensively and offensively. Grasp more technical aspects of the game.</p>	<p>Unit Title Rounders</p> <p>Knowledge and context: Apply rounders rules consistently. Play small-sided games using standard rounders pitch layout. Use a range of tactics for attacking a defending in the role of batter, bowler and fielder.</p> <p>Skills:</p>	<p>Unit Title Tennis</p> <p>Knowledge and context: Develop backhand shots. Introduce the lob shot. Begin to use full tennis scoring systems. Continue developing doubles play and tactics to improve.</p> <p>Skills:</p>

<p>ideas and amendments to games.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. To work with a partner to successfully orient and follow a map. 2. To identify objects for a scavenger hunt from a written description. 3. To safely perform a pyramid balance in a small group. 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. <p>Enhancements:</p>	<p>plan and lead a warm-up as a small group.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. To create attacking continuity by supporting the player with the ball. 2. To use set plays and attack to create space for the ball carrier. 3. To develop the three step rule, compare and contrasting to the three second pass 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. 6. To observe and analyse our classmates' performance. <p>Enhancements:</p>	<p>Skills:</p> <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 my 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 cover defender to stop the opposition's attack. 6. To use close control to keep possession of the ball under pressure. <p>Enhancements:</p>	<p>Skills:</p> <ol style="list-style-type: none"> 1. How to counterattack using the fast break. 2. The 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 three-point shot and how different points are awarded. <p>Enhancements: Netball club running</p>	<p>1. Attacking, tactical bowling to make it more difficult for the batter to hit.</p> <p>2. To track and catch a high ball.</p> <p>3. The difference between attacking and defensive batting.</p> <p>4. To work in a pair in the field to restrict scoring.</p> <p>5. To apply tactics when running around bases to avoid overtakes.</p> <p>6. To apply attacking and defensive tactics in a competitive situation.</p> <p>Enhancements:</p>	<p>1. To communicate clearly with a partner to score points in doubles play.</p> <p>2. Attempt a two-handed backhand shot with control.</p> <p>3. To perform a lob shot to hit the ball over our opponent's head.</p> <p>4. To apply the correct rules and scoring system in games.</p> <p>5. To play in different doubles formations and work with our partner to improve.</p> <p>6. To discuss and apply a range of tactics in doubles play to achieve success.</p> <p>Enhancements: Sports Week/Sports Day</p>
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