



King's Meadow Academy

Physical Education

Subject Statement PE

Rationale	At King's Meadow Academy, we believe Physical Education develops the knowledge, skills and attitudes needed for children to lead healthy, active and fulfilling lives. Through high-quality physical education, pupils develop competence, confidence and resilience whilst learning the importance of teamwork, respect, determination and healthy lifestyles. Our carefully sequenced curriculum develops children's fundamental movement skills before progressing to increasingly complex games, dance, gymnastics, athletics, outdoor adventurous activities and swimming. Physical Education promotes both physical and mental wellbeing, encouraging pupils to challenge themselves, celebrate success and understand that regular physical activity contributes positively to lifelong health. Through King's Meadow Academy's whole-school 4Cs pedagogy, pupils continually connect prior physical learning, cultivate increasingly sophisticated movement skills, embrace appropriate challenge and develop resilience through high-quality coaching and feedback.
Vision for the Curriculum	Our vision is for every child to develop a lifelong enjoyment of physical activity and leave King's Meadow Academy with the confidence, knowledge and motivation to lead an active, healthy lifestyle. Through a broad and balanced curriculum, pupils experience a wide range of sports and physical activities that develop physical competence alongside important personal qualities including resilience, leadership, cooperation and sportsmanship. We want every child to recognise that success in PE is measured not only through performance but also through effort, perseverance, teamwork and personal improvement. We want every child to recognise that success in PE is measured not only through performance but also through effort, perseverance, teamwork, leadership, resilience and continual personal improvement.
Intent	At King's Meadow Academy, our Physical Education curriculum develops pupils' physical competence, tactical understanding, healthy participation and personal development through a broad range of sporting experiences. Following the Get Set 4 PE curriculum, learning is carefully sequenced across our mixed-age classes to ensure clear progression in knowledge, skills and understanding. Pupils revisit and refine movement patterns whilst developing increasing confidence across invasion games, net and wall games, striking and fielding, dance, gymnastics, athletics, outdoor adventurous activities, fitness and swimming. Learning is deliberately sequenced through the academy's 4Cs pedagogy so pupils connect previous learning, cultivate increasingly complex physical skills, embrace appropriate challenge and continually improve through expert coaching and feedback. Our curriculum enables pupils to: - develop secure fundamental movement skills that underpin all physical activity; - improve agility, balance, coordination and control; - understand rules, tactics and strategies across a variety of sports; - develop teamwork, communication, leadership and resilience; - understand the importance of physical activity for physical, mental and emotional wellbeing; - evaluate and improve their own performance whilst supporting others positively.

	The Key Concepts to Assess identify the essential knowledge and skills within every lesson, ensuring clear progression across mixed-age classes whilst supporting long-term retention and increasing physical competence.
Implementation	Physical Education is taught through two high-quality lessons each week using the Get Set 4 PE curriculum, ensuring full National Curriculum coverage and progressive development of physical skills from Year 1 to Year 6. Learning is carefully sequenced so pupils revisit and refine previously taught skills before applying them in increasingly challenging situations. Lessons provide opportunities for pupils to practise, apply, evaluate and improve their performance through individual, paired and team activities. Retrieval opportunities at the beginning of units enable pupils to revisit previously taught movement patterns and tactical understanding before building upon them. Pupils experience a wide variety of physical activities including fitness, gymnastics, dance, athletics, invasion games, striking and fielding, net and wall games, outdoor adventurous activities and swimming. Regular participation in festivals, competitions, enrichment activities and intra- and inter-school events further develops confidence, teamwork and enjoyment of sport. The Key Concepts to Assess clearly identify the essential knowledge and skills pupils are expected to secure within each lesson, enabling teachers to monitor progression and provide timely feedback that supports continual improvement.
Impact	By the end of Year 6, pupils leave King's Meadow Academy as physically literate, confident and motivated individuals who enjoy participating in physical activity and understand its importance for lifelong health and wellbeing. Children demonstrate increasing competence across a broad range of physical activities, applying movement skills, tactics and strategies effectively in competitive and cooperative situations. They communicate well, show resilience when faced with challenges and display respect for teammates, opponents, officials and rules. Progress is evidenced through pupils' successful acquisition of the Key Concepts to Assess, demonstrating clear progression in physical competence, tactical understanding and personal development throughout their primary education. Children leave King's Meadow Academy with the confidence, resilience and healthy habits needed to continue participating in sport and physical activity beyond primary school. Through the consistent application of the 4Cs pedagogy, pupils leave King's Meadow Academy as physically literate, resilient and motivated young people who understand how regular physical activity supports both lifelong physical and mental wellbeing.
Pedagogical Approach	Physical Education is taught through King's Meadow Academy's whole-school 4Cs pedagogical approach, ensuring pupils develop both physical competence and a positive attitude towards lifelong participation in physical activity. Learning begins by Connecting to previous learning through retrieval of key skills, movement patterns, tactics and vocabulary. Teachers revisit prior knowledge before introducing new techniques and allowing pupils to build progressively upon existing skills.

	Teachers Cultivate learning through explicit modelling, demonstration, guided practice and clear success criteria. Key vocabulary is introduced, modelled and revisited throughout lessons whilst pupils receive frequent opportunities to practise fundamental movements and sport-specific skills. Children are Challenged to apply their skills in increasingly complex situations, solve tactical problems, evaluate performance and demonstrate resilience when learning new techniques. Opportunities for leadership, teamwork and healthy competition encourage pupils to take ownership of their learning and strive for continual improvement. Teachers continually Coach pupils through responsive feedback, questioning, live demonstrations and regular self- and peer-assessment. Pupils reflect on their performance, identify next steps and work collaboratively to improve their physical competence, confidence and understanding.
Adaptations for SEND learners	Our Physical Education curriculum is designed so every pupil can participate fully and experience success regardless of their individual needs or starting points. Teachers adapt activities using the STEP principle (Space, Task, Equipment and People) to ensure learning remains inclusive whilst maintaining high expectations. Activities are carefully scaffolded through explicit modelling, visual demonstrations, simplified instructions and opportunities for repeated practice. Equipment may be adapted through the use of larger or lighter balls, alternative apparatus, visual targets and modified playing areas. Tasks are broken into manageable steps, allowing pupils to develop confidence before progressing to more complex skills. Adults provide targeted support where appropriate, encouraging independence whilst promoting participation and enjoyment. Flexible grouping, adapted rules and differentiated challenges ensure every child develops physical competence, confidence and resilience whilst securing the Key Concepts to Assess. Teachers continue to Connect prior physical learning, Cultivate confidence through carefully scaffolded practice, provide appropriate Challenge for every learner and Coach pupils using responsive feedback so that every child experiences success.
Strengths	Carefully sequenced mixed-age curriculum following the Get Set 4 PE programme, ensuring clear progression from Year 1 to Year 6. Two high-quality PE lessons each week alongside a broad programme of enrichment, festivals and competitive sporting opportunities. Clearly identified Key Concepts to Assess provide precise assessment opportunities and demonstrate progression across year groups. Strong emphasis on developing physical competence, healthy participation, teamwork, leadership and resilience. King's Meadow Academy's 4Cs pedagogical approach ensures learning is connected, explicitly taught, appropriately challenged and continually strengthened through responsive coaching. Inclusive curriculum with adaptive teaching strategies that enable every pupil to experience success and develop confidence. Wide range of sporting experiences, including gymnastics, dance, athletics, swimming, outdoor adventurous activities and competitive games, preparing pupils for lifelong participation in physical activity.

	Strong promotion of healthy lifestyles, positive mental wellbeing and personal development, ensuring pupils leave King's Meadow Academy ready and fit for their future.
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Medium Term Cycle A

Autumn 1		
KS1	Fitness	
	Year 1	Year 2
	L1 - How do you feel when you complete a fun activity? L2 - How does our heartbeat change when we exercise? L3 - How does our breathing change when we exercise? L4 - How can we use exercise to improve our concentration? L5 - How do my muscles feel after exercise? L6 - Why is daily exercise important?	L1 - How do you feel when you complete a fun activity? L2 - How does our heartbeat change when we exercise? L3 - How does our breathing change when we exercise? L4 - How can we use exercise to improve our concentration? L5 - How do my muscles feel after exercise? L6 - Why is daily exercise important?
Key Concepts to assess	L1 - Run and stop safely. L2 - Jump and land with control. L3 - Balance while stationary and moving. L4 - Change direction carefully. L5 - Coordinate simple movements.	L1 - Run and stop safely. L2 - Jump and land with control. L3 - Balance while stationary and moving. L4 - Change direction carefully. L5 - Coordinate simple movements.
Vocabulary	run, jump, hop, skip, balance, travel, stop, direction, control	Y1+ coordination, technique, agility, fluency, stability, momentum, transition, posture
Experiences	Agility circuits. Balance beam activities. Jumping challenges. Skipping games. Obstacle courses. Movement stations.	
SMSC	Children develop confidence by improving physical skills and recognising personal progress. They show resilience when practising challenging movements.	
British Values	Individual Liberty – improving personal performance. Mutual Respect – celebrating everyone's progress. Rule of Law – following movement and safety instructions.	
School Values	We are happy by enjoying movement. We are safe by controlling our movements. We enjoy a challenge by improving skills. We celebrate diversity by recognising different strengths. We show respect by encouraging others. We are ready and fit for our future by developing lifelong movement skills.	

Autumn 1		
KS1	Team Building	
	Year 1	Year 2
	L1 - How does listening help to solve problems?	L1 - How does listening help to solve problems?

	L2 - How can you work together to complete tasks successfully? L3 - How can you make instructions easy to follow? L4 - Why are rules important? L5 - Why is it helpful to make a plan? L6 - Why is communication important?	L2 - How can you work together to complete tasks successfully? L3 - How can you make instructions easy to follow? L4 - Why are rules important? L5 - Why is it helpful to make a plan? L6 - Why is communication important?
Key Concepts to assess	L1 - Listen carefully to a partner when completing a task. L2 - Work cooperatively with others to complete simple challenges. L3 - Give and follow short, clear instructions. L4 - Follow rules during team activities. L5 - Work with others to make a simple plan. L6 - Encourage teammates using positive language.	L1 - Listen carefully and respond to others' ideas when solving problems. L2 - Work collaboratively to complete increasingly challenging tasks. L3 - Give clear instructions using appropriate positional language. L4 - Explain why rules help activities to be fair and successful. L5 - Contribute ideas to develop an effective team plan. L6 - Communicate confidently to support and motivate teammates.
Vocabulary	team, partner, listen, instructions, rules, plan, help, cooperate	Y1+ communication, teamwork, decision, leadership, perseverance, support, strategy, solve
Experiences	Complete partner challenges. Solve team problem-solving activities. Follow and give instructions during obstacle courses. Plan simple team strategies. Reflect on successful teamwork. Encourage teammates throughout activities.	
SMSC	Children develop communication, cooperation and leadership skills through collaborative challenges. They learn to value the ideas of others, reflect on their contributions and understand that successful teamwork depends on trust and mutual support.	
British Values	Democracy - Listening to everyone's ideas and making decisions together as a team. Mutual Respect - Valuing the opinions, ideas and contributions of others. Individual Liberty - Sharing ideas confidently and taking responsibility within a group. Rule of Law - Following agreed rules to ensure activities are fair, safe and successful.	
School Values	We are happy - Enjoying working together and celebrating shared success. We are safe - Listening carefully and following instructions during activities. We enjoy a challenge - Working together to solve problems and overcome challenges. We celebrate diversity - Valuing different ideas, strengths and contributions within the team. We show respect - Listening to others, taking turns and encouraging everyone to participate. We are ready and fit for our future - Developing teamwork, communication and leadership skills for everyday life.	

Autumn 2		
Fundamentals		
KS1	Year 1	Year 2
	L1 - How can you keep balanced when you land? L2 - What can you do to run faster? L3 - What must you do to change direction? L4 - Which action would get you the furthest/highest? L5 - How can you keep a consistent rhythm? L6 - What technique should we use to jump with a rope?	L1 - How can you keep balanced when you land? L2 - What can you do to run faster? L3 - What must you do to change direction? L4 - Which action would get you the furthest/highest? L5 - How can you keep a consistent rhythm? L6 - What technique should we use to jump with a rope?

Key Concepts to assess	L1 - Land safely with bent knees whilst maintaining balance. L2 - Use arms and feet effectively to improve running speed. L3 - Change direction safely whilst remaining balanced. L4 - Jump forwards and upwards using controlled take-off and landing. L5 - Demonstrate a simple rhythm whilst skipping. L6 - Turn a skipping rope using wrists whilst maintaining control.	L1 - Demonstrate controlled landings with balance and stability after a range of jumps. L2 - Apply effective running technique, including arm action and foot placement, to increase speed. L3 - Change direction quickly using balance and controlled footwork. L4 - Select the most effective jumping technique to improve height and distance. L5 - Maintain a consistent rhythm whilst skipping continuously. L6 - Perform skipping with increasing fluency using coordinated wrist, arm and foot movements.
Vocabulary	jump, land, run, skip, direction, balance, rhythm, travelling	galloping, hopping, jogging, landing, skipping rope, sliding, sprinting, coordination
Experiences	Practise jumping and landing activities. Complete sprint and agility challenges. Navigate change of direction courses. Explore jumping for height and distance. Develop skipping rhythms individually and with partners. Complete skipping rope challenges.	
SMSC	Children develop confidence and resilience by improving their movement skills through regular practice. They learn that perseverance, determination and self-belief help them to improve whilst encouraging others to achieve their personal best.	
British Values	Individual Liberty - Challenging themselves to improve their movement skills and physical performance. Mutual Respect - Encouraging and supporting others as they develop new skills. Rule of Law - Following safety instructions and agreed rules during physical activities.	
School Values	We are happy - Enjoying movement and celebrating our personal achievements. We are safe - Using space and equipment responsibly whilst following instructions. We enjoy a challenge - Persevering to improve our balance, coordination and movement skills. We celebrate diversity - Recognising that everyone develops physical skills at different rates. We show respect - Supporting others and celebrating everyone's progress. We are ready and fit for our future - Developing the fundamental movement skills needed for lifelong physical activity.	

Autumn 2		
Gymnastics		
KS1	Year 1	Year 2
	L1 - How can we make sequences interesting? L2 - How can you show good quality when performing a shape? L3 - What makes a good balance? L4 - How can we land with control? L5 - How are straight and barrel rolls different? L6 - Why are starting and finishing positions important in our sequences?	L1 - How can we make sequences interesting? L2 - How can you show good quality when performing a shape? L3 - What makes a good balance? L4 - How can we land with control? L5 - How are straight and barrel rolls different? L6 - Why are starting and finishing positions important in our sequences?
Key Concepts to assess	L1 - Travel using different body parts and levels. L2 - Create simple body shapes using control and body tension. L3 - Hold a balance steadily for at least five seconds. L4 - Land safely with bent knees and good body control. L5 - Perform straight and barrel rolls with increasing control.	L1 - Combine travelling movements using different pathways and levels smoothly. L2 - Demonstrate control, extension and body tension when performing a range of shapes. L3 - Hold balances confidently with good posture and stability. L4 - Apply controlled landing techniques after jumps and movements.

	L6 - Link travelling, balances and rolls into a simple sequence.	L5 - Perform straight and barrel rolls with fluency whilst maintaining body shape. L6 - Create and perform a sequence with clear starting and finishing positions, linking movements smoothly.
Vocabulary	balance, travel, roll, shape, level, sequence, jump, landing	Y1+ action, crawling, direction, pike, tuck, arch, dish, star, spinning, stepping, straddle
Experiences	Explore travelling using different body parts. Create balances and body shapes. Practise straight and barrel rolls on mats. Develop short gymnastics sequences. Perform routines to partners. Evaluate and improve performances using feedback.	
SMSC	Children develop confidence by performing movements in front of others and resilience by improving routines through practice. They learn to appreciate creativity whilst giving and receiving positive feedback respectfully.	
British Values	Individual Liberty - Expressing creativity through movement and sequence creation. Mutual Respect - Appreciating the performances of others and providing positive feedback. Rule of Law - Following safety rules when using apparatus and performing gymnastics.	
School Values	We are happy - Enjoying creative movement and celebrating our performances. We are safe - Using apparatus correctly and following gymnastics safety rules. We enjoy a challenge - Developing increasingly controlled balances, rolls and sequences. We celebrate diversity - Appreciating the different ideas and creative movements of others. We show respect - Listening carefully, encouraging others and valuing everyone's performances. We are ready and fit for our future - Developing confidence, coordination and resilience through gymnastics.	

Spring 1		
Ball Skills		
KS1	Year 1	Year 2
	L1 - How can we keep good control of the ball with our hands? L2 - How should we release the ball to improve our accuracy? L3 - What should we do with our body when throwing? L4 - What should we do with our hands when we are ready to catch? L5 - Which parts of our foot can we use when dribbling? L6 - How can we use our body to track the ball?	L1 - How can we keep good control of the ball with our hands? L2 - How should we release the ball to improve our accuracy? L3 - What should we do with our body when throwing? L4 - What should we do with our hands when we are ready to catch? L5 - Which parts of our foot can we use when dribbling? L6 - How can we use our body to track the ball?
Key Concepts to assess	L1 - Control a ball using both hands whilst keeping eyes on the ball. L2 - Roll a ball accurately towards a target using the correct release. L3 - Throw towards a target using the correct body position. L4 - Demonstrate a ready position when preparing to catch. L5 - Dribble a ball using different parts of the foot whilst maintaining control. L6 - Track a moving ball by adjusting body position.	L1 - Control a ball confidently using fingertips and coordinated hand movements. L2 - Release a ball accurately using correct technique to improve precision. L3 - Apply the correct throwing technique using body alignment, stepping and follow through. L4 - Catch consistently using the correct ready position and secure hand placement. L5 - Dribble confidently using both feet and different parts of the foot whilst keeping control.

		L6 - Track and receive a moving ball by adjusting body position and anticipating its movement.
Vocabulary	ball, throw, catch, dribble, control, aim, target, receive	Y1+ aim, bounce, catch, receive, send, accuracy, fingertips, tracking
Experiences	Practise hand dribbling activities. Complete rolling and throwing challenges towards targets. Develop catching skills with a partner. Explore dribbling using different parts of the foot. Track moving balls during games. Apply ball skills in simple team activities.	
SMSC	Children develop confidence and resilience by improving their ball control through regular practice. They learn that perseverance, concentration and cooperation help them improve whilst encouraging others to achieve success.	
British Values	Individual Liberty - Challenging themselves to improve their ball control and accuracy. Mutual Respect - Encouraging and supporting others whilst practising new skills. Rule of Law - Following the rules and instructions to ensure safe and fair participation.	
School Values	We are happy - Enjoying ball games and celebrating improvements in our skills. We are safe - Using equipment responsibly and following instructions carefully. We enjoy a challenge - Developing greater control, coordination and accuracy through practice. We celebrate diversity - Recognising that everyone develops physical skills at different rates. We show respect - Encouraging others and celebrating everyone's achievements. We are ready and fit for our future - Developing the coordination and confidence needed for lifelong participation in physical activity.	

Spring 1		
KS1	Dance	
	Year 1	Year 2
	L1 - How is a travelling action different to an action on the spot? L2 - What are two different ways to change direction? L3 - Why is it important to have clear actions that show the start/finish of a dance? L4 - How does changing the speed affect the dance? L5 - What different levels are used? L6 - What different pathways can be used?	L1 - How is a travelling action different to an action on the spot? L2 - What are two different ways to change direction? L3 - Why is it important to have clear actions that show the start/finish of a dance? L4 - How does changing the speed affect the dance? L5 - What different levels are used? L6 - What different pathways can be used?
Key Concepts to assess	L1 - Link travelling actions, actions on the spot and simple poses. L2 - Change direction using simple movements. L3 - Perform clear starting and finishing positions. L4 - Copy and repeat actions at different speeds. L5 - Explore movements at different levels. L6 - Travel using simple pathways individually and with a partner.	L1 - Combine travelling actions, actions on the spot and poses smoothly within a sequence. L2 - Change direction confidently whilst maintaining rhythm and control. L3 - Perform clear and purposeful starting and finishing positions to enhance a dance. L4 - Apply changes of speed to improve the quality and expression of a performance. L5 - Select appropriate levels to make dances more interesting. L6 - Create dances using a range of pathways, including shared pathways with a partner.
Vocabulary	dance, action, pose, pathway, direction, level, speed, travel	Y1+ counts, floating, gliding, in-time, path, pose, space, swaying, twisting

Experiences	Explore travelling and stationary movements. Create simple dance sequences. Change direction and speed within performances. Perform movements at different levels. Work with a partner to create shared pathways. Perform and evaluate dances using peer feedback.
SMSC	Children develop confidence and creativity by expressing themselves through movement. They learn to appreciate the ideas and performances of others whilst recognising that practice and cooperation help create successful performances.
British Values	Individual Liberty - Expressing creativity and individuality through dance. Mutual Respect - Appreciating the performances and ideas of others and providing positive encouragement. Rule of Law - Following instructions and agreed expectations to perform safely together.
School Values	We are happy - Enjoying creative movement and celebrating our performances. We are safe - Using space carefully and following instructions throughout activities. We enjoy a challenge - Developing confidence to perform increasingly complex dance sequences. We celebrate diversity - Appreciating different ideas, cultures and creative ways of expressing movement. We show respect - Encouraging others and valuing everyone's contributions and performances. We are ready and fit for our future - Developing confidence, creativity and communication through dance.

Spring 2		
Sending and Receiving		
KS1	Year 1	Year 2
	L1 - How do you aim at a target? L2 - How do you get ready to track the ball? L3 - How can you stop the ball using your feet? L4 - What are the important things to notice before throwing the ball to someone? L5 - What type of throw should you use for a long distance throw? L6 - What are the different ways a ball can be sent?	L1 - How do you aim at a target? L2 - How do you get ready to track the ball? L3 - How can you stop the ball using your feet? L4 - What are the important things to notice before throwing the ball to someone? L5 - What type of throw should you use for a long distance throw? L6 - What are the different ways a ball can be sent?
Key Concepts to assess	L1 - Roll and throw a ball towards a target using the correct technique. L2 - Move into a ready position to track a moving ball. L3 - Stop a ball using the inside of the foot with increasing control. L4 - Throw and catch accurately over a short distance with a partner. L5 - Perform an overarm throw using appropriate force for a longer distance. L6 - Send a ball into space and move to support play.	L1 - Roll and throw accurately towards a target using correct body position, release and follow through. L2 - Track a moving ball confidently by adjusting body position and anticipating its path. L3 - Control and trap a moving ball with the feet whilst preparing the next movement. L4 - Apply accurate throwing and secure catching techniques whilst communicating with a partner. L5 - Select and perform the most effective throw for different distances and situations. L6 - Apply a variety of sending techniques to retain possession and create space during simple games.
Vocabulary	throw, catch, pass, target, trap, receive, overarm, underarm	Y1+ collect, crouch, drop, hit, racket, trap, tracking, release

Experiences	Practise rolling and throwing towards targets. Develop tracking and receiving skills with a partner. Stop moving balls using the feet. Complete short and long-distance throwing challenges. Play small-sided sending and receiving games. Reflect on improving accuracy and control.
SMSC	Children develop confidence and resilience by improving their sending and receiving skills through practice. They learn that communication, concentration and teamwork help everyone to succeed whilst encouraging others to develop their confidence.
British Values	Individual Liberty - Challenging themselves to improve their throwing, catching and receiving skills. Mutual Respect - Supporting and encouraging others whilst working collaboratively with a partner. Rule of Law - Following the rules and instructions to ensure activities are safe and fair.
School Values	We are happy - Enjoying ball games and celebrating improvements in our skills. We are safe - Using equipment responsibly and following instructions carefully. We enjoy a challenge - Persevering to improve our throwing, catching and receiving techniques. We celebrate diversity - Recognising that everyone develops physical skills at different rates. We show respect - Encouraging others and celebrating everyone's progress. We are ready and fit for our future - Developing coordination, communication and teamwork through physical activity.

Spring 2		
KS1	Target Games	
	Year 1	Year 2
	L1 - What makes a good underarm throw? L2 - How can you make sure a throw is accurate? L3 - What makes a good overarm throw? L4 - Why is it important to know different throws? L5 - When would you use an overarm or underarm throw? L6 - Which sports is throwing useful for?	L1 - What makes a good underarm throw? L2 - How can you make sure a throw is accurate? L3 - What makes a good overarm throw? L4 - Why is it important to know different throws? L5 - When would you use an overarm or underarm throw? L6 - Which sports is throwing useful for?
Key Concepts to assess	L1 - Perform an underarm throw towards a target with increasing accuracy. L2 - Throw accurately by keeping eyes focused on the target. L3 - Perform a simple overarm throw using the correct body position. L4 - Identify when different throwing techniques can be used. L5 - Select an overarm or underarm throw for different activities. L6 - Recognise that throwing skills are used in a variety of sports.	L1 - Apply the correct underarm throwing technique using body position, opposite foot and follow through. L2 - Adjust the release and force of a throw to improve accuracy. L3 - Perform an overarm throw confidently using correct arm action and body rotation. L4 - Explain why different throwing techniques are suitable for different tasks. L5 - Select and apply the most effective throw depending on distance, accuracy and the activity. L6 - Apply throwing skills confidently during target games and explain how they transfer to other sports.
Vocabulary	throw, target, underarm, overarm, accuracy, score, partner, opponent	Y1+ coach, collect, opposite, scorer, swing, release, power, distance
Experiences	Practise underarm and overarm throwing. Complete target accuracy challenges. Explore throwing over different distances. Play partner target games. Apply different throwing techniques in competitive activities. Discuss which sports use accurate throwing skills.	

SMSC	Children develop determination and confidence by improving their throwing skills through regular practice. They learn to celebrate success, accept challenge positively and encourage others whilst understanding the importance of perseverance and fair play.
British Values	Individual Liberty - Selecting the most effective throwing technique to improve personal performance. Mutual Respect - Encouraging teammates and recognising the achievements of others. Rule of Law - Following the rules of games and using equipment safely and responsibly.
School Values	We are happy - Enjoying target games and celebrating improvements in our accuracy. We are safe - Using equipment correctly and following safety instructions. We enjoy a challenge - Working hard to improve our throwing accuracy and control. We celebrate diversity - Recognising that everyone develops sporting skills at different rates. We show respect - Demonstrating fairness, encouragement and positive sportsmanship. We are ready and fit for our future - Developing coordination, resilience and decision-making through physical activity.

Summer 1		
KS1	Athletics	
	Year 1	Year 2
	L1 - How do you move at different speeds? L2 - How do you balance? L3 - How do you change direction? L4 - What type of jump should you use for distance? L5 - What type of throw should you use for a long distance throw? L6 - What are the different ways we can throw a ball?	L1 - How do you move at different speeds? L2 - How do you balance? L3 - How do you change direction? L4 - What type of jump should you use for distance? L5 - What type of throw should you use for a long distance throw? L6 - What are the different ways we can throw a ball?
Key Concepts to assess	L1 - Move at different speeds using the correct running technique. L2 - Maintain balance whilst travelling and landing safely. L3 - Change direction using controlled footwork and body position. L4 - Jump forwards for distance using a controlled take-off and landing. L5 - Perform an overarm throw for greater distance using the correct technique. L6 - Explore different throwing techniques for accuracy and distance.	L1 - Select the most appropriate speed and pace for different running activities. L2 - Maintain balance confidently whilst changing speed, direction and landing. L3 - Change direction quickly using balance, agility and controlled movements. L4 - Apply an effective jumping technique to maximise distance and achieve controlled landings. L5 - Apply correct body position, follow through and force to throw accurately over longer distances. L6 - Select and apply the most effective throwing technique depending on the activity and desired outcome.
Vocabulary	walk, run, jump, leap, balance, underarm, overarm, control	Y1+ distance, sprint, height, landing, far, aim, take-off, pace
Experiences	Practise running at different speeds. Complete balance and agility challenges. Explore changing direction through relay activities. Measure jumping distances. Practise underarm and overarm throwing for distance and accuracy. Take part in mini athletics events.	

SMSC	Children develop resilience and determination by striving to improve their personal performances. They learn to set goals, celebrate progress and encourage others whilst recognising the importance of perseverance and healthy competition.	
British Values	Individual Liberty - Challenging themselves to improve their personal athletic performance. Mutual Respect - Encouraging and celebrating the achievements of others during athletics activities. Rule of Law - Following the rules of events and using equipment safely.	
School Values	We are happy - Enjoying athletics and celebrating our achievements. We are safe - Using equipment responsibly and following safety instructions. We enjoy a challenge - Working hard to improve our running, jumping and throwing skills. We celebrate diversity - Recognising that everyone has different sporting strengths and abilities. We show respect - Encouraging others and demonstrating excellent sportsmanship. We are ready and fit for our future - Developing the fundamental athletic skills needed for lifelong physical activity.	
Summer 1		
KS1	Invasion Games	
	Year 1	Year 2
	L1 - What makes a good defender and attacker? L2 - How can you decide who to pass to? L3 - How do you move towards a goal with a ball? L4 - How do you support a teammate when playing in attack? L5 - How do you move into space? L6 - How do you stay with a player when defending?	L1 - What makes a good defender and attacker? L2 - How can you decide who to pass to? L3 - How do you move towards a goal with a ball? L4 - How do you support a teammate when playing in attack? L5 - How do you move into space? L6 - How do you stay with a player when defending?
Key Concepts to assess	L1 - Identify the roles of an attacker and defender during simple games. L2 - Pass accurately to a teammate using the inside of the foot. L3 - Dribble the ball towards a goal whilst maintaining control. L4 - Support teammates by moving into simple attacking positions. L5 - Move into space to receive a pass. L6 - Stay close to an opponent when defending.	L1 - Apply attacking and defending principles confidently during small-sided games. L2 - Select the most appropriate teammate to pass to by identifying space and defenders. L3 - Dribble towards goal whilst maintaining close control and awareness of defenders. L4 - Support teammates by creating space and offering passing options during attacks. L5 - Move purposefully into space to receive the ball and retain possession. L6 - Mark opponents effectively by tracking movement and applying simple defensive tactics.
Vocabulary	attacker, defender, goal, pass, dribble, mark, dodge, track	Y1+ goalkeeper, opponent, possession, teammate, tactic, send, defend, receive, attack, shoot
Experiences	Practise dribbling and passing activities. Complete attacking and defending challenges. Explore moving into space through team games. Develop shooting towards a goal. Play small-sided invasion games. Reflect on teamwork and tactical decisions.	
SMSC	Children develop teamwork, communication and resilience through invasion games. They learn to cooperate with others, respect teammates and opponents and understand that success comes through perseverance, fair play and working together.	
British Values	Individual Liberty - Making responsible decisions about passing, dribbling and attacking during games.	

	Mutual Respect - Demonstrating teamwork, encouragement and positive sportsmanship. Rule of Law - Following the rules of invasion games to ensure fair and safe play.
School Values	We are happy - Enjoying team games and celebrating our achievements together. We are safe - Following the rules and using equipment responsibly. We enjoy a challenge - Developing our attacking and defending skills through practice. We celebrate diversity - Appreciating the different strengths and contributions of every teammate. We show respect - Demonstrating fairness, teamwork and encouragement throughout games. We are ready and fit for our future - Developing communication, decision-making and teamwork through physical activity.

Summer 2		
KS1	Striking and Fielding	
	Year 1	Year 2
	L1 - What is underarm throwing and catching? L2 - What is overarm throwing? L3 - How do you hit a ball? L4 - How do you collect a ball? L5 - How can you get a batter out? L6 - How are points scored?	L1 - What is underarm throwing and catching? L2 - What is overarm throwing? L3 - How do you hit a ball? L4 - How do you collect a ball? L5 - How can you get a batter out? L6 - How are points scored?
Key Concepts to assess	L1 - Perform an underarm throw and catch using two hands with increasing control. L2 - Demonstrate a simple overarm throw using the correct body position. L3 - Strike a stationary ball using the centre of the bat or racket. L4 - Collect a rolling ball safely using two hands. L5 - Return the ball quickly to stop a batter scoring. L6 - Understand how runs are scored during simple striking and fielding games.	L1 - Apply accurate underarm throwing and secure catching techniques during games. L2 - Perform an overarm throw using correct body alignment, opposite foot and follow through. L3 - Strike a moving ball using the centre of the bat or racket with increasing accuracy. L4 - Move into position quickly to collect and return the ball efficiently. L5 - Apply simple fielding tactics to get a batter out and prevent runs. L6 - Apply the rules confidently whilst making decisions about when to run and when to field.
Vocabulary	batter, batting, bowl, bowler, fielder, fielding, hit, out, ready position, track, underarm, overarm	Y1+ accuracy, retrieve, opposite foot, follow through, strike, decision, score, teamwork
Experiences	Practise underarm and overarm throwing. Develop striking skills using bats and rackets. Collect rolling balls using correct technique. Explore batting and fielding challenges. Play small-sided striking and fielding games. Apply scoring rules during mini matches.	
SMSC	Children develop teamwork, resilience and decision-making through striking and fielding games. They learn to communicate effectively, encourage teammates and recognise that honesty, perseverance and cooperation help everyone to succeed.	
British Values	Individual Liberty - Making responsible decisions about when to run, throw and field during games. Mutual Respect - Encouraging teammates and demonstrating positive sportsmanship towards others. Rule of Law - Following the rules of striking and fielding games fairly and safely.	

School Values	We are happy - Enjoying team games and celebrating our achievements together. We are safe - Using equipment responsibly and following the rules of the game. We enjoy a challenge - Developing our throwing, catching and striking skills through practice. We celebrate diversity - Appreciating the different strengths and contributions of every teammate. We show respect - Demonstrating fairness, encouragement and teamwork throughout games. We are ready and fit for our future - Developing communication, coordination and teamwork through physical activity.
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Summer 2		
Net and Wall Games		
KS1	Year 1	Year 2
	L1 - How can you defend space using the ready position? L2 - How can you play against an opponent and keep the score? L3 - How do you hit with a racket? L4 - What skills can you use with a racket and ball? L5 - How can you send a ball using a racket? L6 - How do you hit over a net?	L1 - How can you defend space using the ready position? L2 - How can you play against an opponent and keep the score? L3 - How do you hit with a racket? L4 - What skills can you use with a racket and ball? L5 - How can you send a ball using a racket? L6 - How do you hit over a net?
Key Concepts to assess	L1 - Demonstrate the correct ready position before receiving a ball. L2 - Play against a partner whilst recognising when points are scored. L3 - Hold a racket correctly and strike a ball using the centre of the racket. L4 - Keep the ball balanced on the racket with increasing control. L5 - Send a ball towards a target using a racket. L6 - Strike a ball over a low net with increasing confidence.	L1 - Return to the ready position after each shot to defend space effectively. L2 - Keep score accurately whilst applying simple game rules fairly. L3 - Strike a moving ball using the centre of the racket face with increasing accuracy. L4 - Demonstrate greater control when moving with a racket and ball. L5 - Apply correct body position and racket technique to send the ball accurately. L6 - Strike consistently over a net whilst selecting spaces away from an opponent.
Vocabulary	net, partner, point, racket, ready position, score, track, underarm	Y1+ rally, opponent, accuracy, racket face, ready position, target, control, return
Experiences	Practise ready position activities. Develop racket control through balancing challenges. Strike balls towards targets. Play simple rally games with a partner. Explore hitting over a low net. Participate in mini net and wall games whilst keeping score.	
SMSC	Children develop confidence, resilience and cooperation through net and wall games. They learn to communicate positively, respect opponents and understand that perseverance and fair play help everyone improve.	
British Values	Individual Liberty - Challenging themselves to improve their racket control and accuracy. Mutual Respect - Encouraging partners and demonstrating fairness during games. Rule of Law - Following the rules of games and keeping score honestly.	
School Values	We are happy - Enjoying racket games and celebrating improvements in our skills. We are safe - Using equipment responsibly and following safety instructions. We enjoy a challenge - Developing increasingly accurate racket and ball skills through practice. We celebrate diversity - Recognising that everyone develops sporting skills at different rates. We show respect - Demonstrating fairness, encouragement and excellent sportsmanship.	

	We are ready and fit for our future - Developing coordination, resilience and confidence through physical activity.
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Autumn 1		
Fundamentals		
LKS2	Year 3	Year 4
	L1 - What everyday activities need us to use balance? L2 - How can you tell the difference between sprinting and jogging? L3 - How can we 'dodge' our opposition? L4 - How can we 'stick' our landing when jumping/hopping? L5 - What do we co-ordinate when skipping? L6 - What can I do to change my speed?	L1 - What everyday activities need us to use balance? L2 - How can you tell the difference between sprinting and jogging? L3 - How can we 'dodge' our opposition? L4 - How can we 'stick' our landing when jumping/hopping? L5 - What do we co-ordinate when skipping? L6 - What can I do to change my speed?
Key Concepts to assess	L1 - Maintain balance using body tension. L2 - Demonstrate the difference between sprinting and jogging using the correct technique. L3 - Change direction by transferring weight effectively. L4 - Jump and hop with controlled take-off and safe landings. L5 - Skip with rhythm and coordination. L6 - Accelerate and decelerate whilst maintaining control.	L1 - Apply body tension to maintain balance during increasingly challenging activities. L2 - Apply effective sprinting and jogging techniques to improve performance. L3 - Change direction fluently whilst maintaining speed and balance. L4 - Link jumping and hopping movements using effective take-off and landing techniques. L5 - Demonstrate fluent rhythm and coordination whilst skipping continuously. L6 - Select the most effective speed and movement to suit different activities.
Vocabulary	balance, sprint, jog, jump, hop, skip, coordination, speed, landing, direction	Y3+ momentum, accelerate, decelerate, transfer, stability, tension, technique, propulsion
Experiences	Complete balance challenges. Take part in sprint and jogging relays. Navigate agility courses. Practise jumping and landing safely. Complete skipping challenges. Apply movement skills in competitive games.	
SMSC	Children develop resilience by refining movement skills through practice and perseverance. They reflect on their own progress, recognise the benefits of determination and support others to achieve their personal best.	
British Values	Individual Liberty - Challenging themselves to improve their physical performance and movement skills. Mutual Respect - Encouraging and supporting others whilst recognising everyone's achievements. Rule of Law - Following agreed rules and safety expectations during physical activities.	
School Values	We are happy - Enjoying physical activity and celebrating our progress. We are safe - Using correct techniques and following safety instructions. We enjoy a challenge - Persevering to improve our agility, balance and coordination. We celebrate diversity - Recognising that everyone develops physical skills differently. We show respect - Encouraging others and demonstrating excellent sportsmanship. We are ready and fit for our future - Developing lifelong movement skills that support healthy, active lifestyles.	

Autumn 1		
LKS2	Ball Skills	
	Year 3	Year 4
	L1 - Which sports would we use tracking? L2 - How can we track the ball? L3 - When do we use time limits for attacking in sport? L4 - How does catching change at different heights? L5 - What are the top 3 tips for successful dribbling (hands)? L6 - How is dribbling with the hands and feet similar?	L1 - Which sports would we use tracking? L2 - How can we track the ball? L3 - When do we use time limits for attacking in sport? L4 - How does catching change at different heights? L5 - What are the top 3 tips for successful dribbling (hands)? L6 - How is dribbling with the hands and feet similar?
Key Concepts to assess	L1 - Track a moving ball using the correct ready position. L2 - Collect a moving ball safely using two hands. L3 - Select an appropriate pass for different distances and situations. L4 - Catch balls confidently at different heights using the correct hand position. L5 - Dribble with hands whilst maintaining control of the ball. L6 - Control a ball with feet before passing accurately..	L1 - Track the flight of a ball accurately by adjusting body position and movement. L2 - Receive and collect moving balls consistently whilst maintaining control. L3 - Select and execute the most effective pass under pressure. L4 - Catch confidently at different heights whilst moving into position. L5 - Dribble with hands using changes of direction and speed to maintain possession. L6 - Apply effective dribbling skills with both hands and feet during game situations.
Vocabulary	track, catch, receive, pass, dribble, control, reaction, scoop	Y3+ tracking, tactics, possession, anticipation, awareness, accuracy, time limit, technique
Experiences	Complete tracking and reaction games. Practise partner passing challenges. Catch balls at different heights. Navigate dribbling obstacle courses. Apply ball skills in small-sided games. Evaluate and improve techniques with a partner.	
SMSC	Children develop confidence by refining increasingly challenging ball skills through practice. They learn the importance of cooperation, perseverance and supporting others whilst reflecting on their own performance.	
British Values	Individual Liberty - Making decisions about the most effective skills and techniques to use during activities. Mutual Respect - Working cooperatively with teammates and recognising the contributions of others. Rule of Law - Following the rules of games fairly and demonstrating honesty during competition.	
School Values	We are happy - Enjoying games and celebrating improvements in our skills. We are safe - Using equipment responsibly and following instructions. We enjoy a challenge - Developing greater control, accuracy and confidence with a range of ball skills. We celebrate diversity - Appreciating the different strengths and abilities that each person brings to a team. We show respect - Demonstrating fairness, teamwork and positive sportsmanship. We are ready and fit for our future - Developing coordination, communication and decision-making skills that support lifelong participation in sport and physical activity.	

Autumn 2		
LKS2	Dodgeball	
	Year 3	Year 4
	L1 - How can you get your opponent out in Dodgeball? L2 - How can you improve accuracy when throwing at a moving target?	L1 - How can you get your opponent out in Dodgeball? L2 - How can you improve accuracy when throwing at a moving target?

	L3 - What types of movement can we use to avoid being hit? L4 - How can the height of the ball change what we need to do to catch? L5 - How can we use the ball to block? L6 - What rules should we abide by during a game of dodgeball?	L3 - What types of movement can we use to avoid being hit? L4 - How can the height of the ball change what we need to do to catch? L5 - How can we use the ball to block? L6 - What rules should we abide by during a game of dodgeball?
Key Concepts to assess	L1 - Demonstrate how to get an opponent out by throwing and catching safely. L2 - Throw accurately towards a moving target using the correct technique. L3 - Use dodging, ducking and jumping to avoid being hit. L4 - Catch a moving ball using the correct ready position and hand placement. L5 - Use the ball to block safely whilst maintaining a ready position. L6 - Apply the basic rules of dodgeball during gameplay.	L1 - Apply throwing and catching skills confidently to get opponents out during competitive games. L2 - Adjust the speed, direction and timing of a throw to improve accuracy against moving opponents. L3 - Select the most effective movement to evade opponents whilst maintaining awareness of the game. L4 - Catch confidently whilst moving, using the correct body position and secure hand placement. L5 - Use blocking and positioning effectively to defend against opponents' throws. L6 - Apply the rules of dodgeball confidently whilst demonstrating honesty, fairness and good sportsmanship.
Vocabulary	throw, catch, dodge, block, target, ready position, defend, opponent	Y3+ blocking, catcher, Dead Zone, duck, End Zone, outstretched, accuracy, interception
Experiences	Practise throwing at moving targets. Complete dodging and reaction challenges. Develop catching skills using different heights and speeds. Explore blocking techniques. Participate in small-sided dodgeball games. Reflect on teamwork and tactical decisions.	
SMSC	Children develop resilience and self-control through competitive games. They learn the importance of perseverance, honesty and teamwork whilst recognising that success comes through practising skills, respecting others and following the rules.	
British Values	Individual Liberty - Making effective decisions about attacking and defending during gameplay. Mutual Respect - Demonstrating honesty, fairness and encouragement towards teammates and opponents. Rule of Law - Following the rules of dodgeball to ensure games are fair, safe and enjoyable.	
School Values	We are happy - Enjoying competitive games and celebrating our achievements. We are safe - Using equipment responsibly and following the rules of the game. We enjoy a challenge - Developing our throwing, catching and tactical skills through practice. We celebrate diversity - Appreciating the different strengths and abilities each player brings to the game. We show respect - Demonstrating excellent sportsmanship and encouraging everyone to participate. We are ready and fit for our future - Developing resilience, teamwork and decision-making through physical activity.	

Autumn 2		
LKS2	Gymnastics	
	Year 3	Year 4
	L1 - What is the difference between point and patch balances? L2 - How do we ensure a correct landing? L3 - What are the key points for correctly performing a forward roll? L4 - How can transitions between actions be made smoother? L5 - How do matching and contrasting differ in sequences?	L1 - What is the difference between point and patch balances? L2 - How do we ensure a correct landing? L3 - What are the key points for correctly performing a forward roll? L4 - How can transitions between actions be made smoother? L5 - How do matching and contrasting differ in sequences?

	L6 - How can hoops be used in sequences?	L6 - How can hoops be used in sequences?
Key Concepts to assess	L1 - Demonstrate point and patch balances using correct body tension. L2 - Land safely with control using the correct landing position. L3 - Perform straight, barrel and forward rolls with increasing control. L4 - Link movements together using simple transitions. L5 - Create a sequence using matching and contrasting actions. L6 - Perform a partner sequence using hoops and other equipment safely.	L1 - Apply body tension to create controlled point and patch balances with good extension. L2 - Demonstrate consistent landing technique following jumps and travelling movements. L3 - Perform forward, barrel and straight rolls with fluency and control whilst maintaining body shape. L4 - Link actions smoothly using effective transitions and changes of level. L5 - Create and perform increasingly complex sequences using matching and contrasting actions purposefully. L6 - Work collaboratively to create, perform and evaluate a partner sequence using apparatus effectively.
Vocabulary	balance, roll, sequence, transition, landing, shape, travel, apparatus	Y3+ barrel roll, contrasting, flow, forward roll, front support, matching, patch, point, straight roll
Experiences	Practise point and patch balances. Explore safe jumping and landing techniques. Perform straight, barrel and forward rolls. Link movements into sequences. Create paired gymnastics routines using hoops. Perform and evaluate routines with peers.	
SMSC	Children develop confidence, creativity and resilience by creating and performing gymnastics sequences. They learn to evaluate their own work and the work of others respectfully whilst recognising that practice and perseverance improve performance.	
British Values	Individual Liberty - Expressing creativity through movement whilst making positive choices during performance. Mutual Respect - Appreciating the ideas and performances of others and providing constructive feedback. Rule of Law - Following gymnastics safety rules and using apparatus responsibly.	
School Values	We are happy - Enjoying creative movement and celebrating our performances. We are safe - Using apparatus correctly and following gymnastics safety expectations. We enjoy a challenge - Developing increasingly controlled balances, rolls and sequences. We celebrate diversity - Appreciating different ideas and creative approaches to movement. We show respect - Encouraging others and valuing everyone's performances and ideas. We are ready and fit for our future - Developing confidence, coordination, resilience and creativity through gymnastics.	

Spring 1		
LKS2	Handball	
	Year 3	Year 4
	L1 - Why is it important to throw and catch on the move? L2 - Why do we use dribbling and steps in handball? L3 - Why did you use steps before shooting? L4 - Why is it important for the whole team to defend? L5 - How can you lose a defender?	L1 - Why is it important to throw and catch on the move? L2 - Why do we use dribbling and steps in handball? L3 - Why did you use steps before shooting? L4 - Why is it important for the whole team to defend? L5 - How can you lose a defender?

	L6 - How can you maintain possession of the ball?	L6 - How can you maintain possession of the ball?
Key Concepts to assess	L1 - Throw and catch accurately whilst moving. L2 - Dribble with control using changes of speed and direction. L3 - Apply the correct shooting technique using steps and follow through. L4 - Defend by marking opponents and attempting interceptions. L5 - Use changes of direction and speed to lose a defender. L6 - Maintain possession by moving into space and supporting teammates.	L1 - Apply accurate throwing and catching techniques confidently whilst moving under pressure. L2 - Dribble effectively using control, speed and changes of direction to retain possession. L3 - Link steps, body position and follow through to shoot with increasing power and accuracy. L4 - Apply effective defensive strategies by marking, intercepting and tracking attackers. L5 - Create space using purposeful movement and effective dodging techniques. L6 - Maintain possession through accurate passing, movement and effective team support.
Vocabulary	throw, catch, dribble, shoot, defend, attack, space, possession	grip, attack, steps, follow-through, accuracy, mark, intercept, possession
Experiences	Practise throwing and catching whilst moving. Develop dribbling and shooting drills. Explore attacking and defending scenarios. Complete interception and marking challenges. Play small-sided handball games. Evaluate team tactics and communication.	
SMSC	Children develop resilience, teamwork and communication through competitive games. They learn the importance of cooperation, perseverance and making responsible decisions whilst recognising that success depends upon supporting teammates and respecting opponents.	
British Values	Individual Liberty - Making effective decisions about attacking, defending and maintaining possession during games. Mutual Respect - Demonstrating encouragement, teamwork and positive sportsmanship towards others. Rule of Law - Following the rules of handball fairly to ensure safe and enjoyable competition.	
School Values	We are happy - Enjoying competitive games and celebrating improvements in our skills. We are safe - Following the rules and using equipment responsibly. We enjoy a challenge - Developing increasingly effective attacking and defending skills through practice. We celebrate diversity - Recognising the different strengths and contributions of every team member. We show respect - Demonstrating fairness, teamwork and encouragement throughout games. We are ready and fit for our future - Developing communication, resilience and decision-making through team sports.	

Spring 1		
LKS2	Dance	
	Year 3	Year 4
	L1 - What does it mean to move in unison? L2 - How can we use partner contact to support our actions? L3 - How is formation used in dance? L4 - What actions can we use to represent our ideas instead of acting? L5 - What do 'dynamics' mean in dance?	L1 - What does it mean to move in unison? L2 - How can we use partner contact to support our actions? L3 - How is formation used in dance? L4 - What actions can we use to represent our ideas instead of acting? L5 - What do 'dynamics' mean in dance?

	L6 - What does 'canon' look like in a dance?	L6 - What does 'canon' look like in a dance?
Key Concepts to assess	L1 - Perform movements in unison with a partner. L2 - Create simple movements using partner contact safely. L3 - Extend a dance phrase by adding new actions. L4 - Perform movements with confidence using different body parts and levels. L5 - Structure a dance with clear beginning and ending positions. L6 - Create simple canon movements with others.	L1 - Perform synchronised movements confidently in unison with a partner or group. L2 - Apply partner contact safely and creatively to enhance a dance sequence. L3 - Develop and extend dance phrases using formations and purposeful transitions. L4 - Select expressive actions, levels and body parts to communicate ideas effectively. L5 - Apply dynamics to improve the quality, expression and impact of a performance. L6 - Create and perform dances incorporating canon, formations and unison with confidence.
Vocabulary	dance, movement, rhythm, level, pathway, partner, sequence, performance	Y3+ canon, dynamics, formation, unison, expression, transition, choreography, synchronisation
Experiences	Create dances with a partner. Explore movements in unison and canon. Develop formations using different pathways and levels. Perform expressive movements using different dynamics. Create and refine short dance routines. Perform and evaluate dances with peer feedback.	
SMSC	Children develop confidence, creativity and cooperation through dance. They learn to express ideas through movement, appreciate the performances of others and recognise that successful performances rely on communication, teamwork and mutual encouragement.	
British Values	Individual Liberty - Expressing creativity and individuality through dance and movement. Mutual Respect - Appreciating different ideas, performances and creative interpretations. Democracy - Working collaboratively to create, refine and perform shared dance sequences.	
School Values	We are happy - Enjoying creative movement and celebrating successful performances. We are safe - Using space carefully and following instructions throughout dance activities. We enjoy a challenge - Developing confidence to perform increasingly complex dance sequences. We celebrate diversity - Appreciating different cultures, ideas and creative ways of expressing movement. We show respect - Encouraging others and valuing everyone's contributions and performances. We are ready and fit for our future - Developing confidence, creativity, communication and teamwork through dance.	

Spring 2		
LKS2	Yoga	
	Year 3	Year 4
	L1 - How does your breathing support poses? L2 - How can yoga help athletes? L3 - How can yoga support your well-being? L4 - How can we remain strong in a pose? L5 - How can you develop flexibility? L6 - What physical skills have you developed throughout the unit?	L1 - How does your breathing support poses? L2 - How can yoga help athletes? L3 - How can yoga support your well-being? L4 - How can we remain strong in a pose? L5 - How can you develop flexibility? L6 - What physical skills have you developed throughout the unit?
Key Concepts to assess	L1 - Breathe slowly and steadily whilst performing simple yoga poses. L2 - Move in time with breathing whilst maintaining good posture. L3 - Link simple yoga poses together using controlled movements.	L1 - Apply controlled breathing to improve balance, posture and concentration during yoga. L2 - Explain how yoga can improve strength, flexibility and athletic performance.

	L4 - Hold balances with increasing stability and body control. L5 - Improve flexibility by stretching safely within different poses. L6 - Create a simple sequence of linked yoga poses showing balance, control and flow.	L3 - Link movements fluently whilst maintaining control, posture and steady breathing. L4 - Hold increasingly challenging poses using body tension, balance and focus. L5 - Demonstrate increased flexibility through controlled stretching and correct technique. L6 - Perform a flowing yoga sequence confidently whilst evaluating improvements in balance, flexibility and control.
Vocabulary	yoga, pose, breathing, posture, balance, stretch, flexibility, flow	Y3+ breathing, flexibility, flow, pose, posture, stability, wellbeing, control
Experiences	Practise controlled breathing techniques. Perform mountain, cobra and downward dog poses. Link yoga poses into flowing sequences. Complete balance and flexibility challenges. Explore mindfulness through breathing exercises. Perform and evaluate yoga routines.	
SMSC	Children develop self-awareness, resilience and emotional wellbeing through yoga. They learn how controlled breathing, focus and reflection can improve both physical and mental health whilst recognising the importance of perseverance and self-care.	
British Values	Individual Liberty - Taking responsibility for personal wellbeing by developing concentration, balance and self-control. Mutual Respect - Respecting others' personal space and encouraging everyone to participate confidently. Rule of Law - Following instructions carefully to perform yoga safely and correctly.	
School Values	We are happy - Enjoying calm, focused activities that promote wellbeing. We are safe - Using space carefully and performing movements with control. We enjoy a challenge - Developing greater balance, flexibility and concentration through practice. We celebrate diversity - Recognising that everyone progresses at different rates and has different strengths. We show respect - Supporting others and respecting individual achievements and personal space. We are ready and fit for our future - Developing healthy habits that support both physical and emotional wellbeing.	

Spring 2		
Football		
LKS2	Year 3	Year 4
	L1 - When should you kick the ball further ahead of you? L2 - When would you need to increase the power in your pass? L3 - What are effective ways to control the ball? L4 - Why is the ability to turn/change direction important? L5 - Why is it important to shut down a space as a defender? L6 - What are important tactics to prevent your opposition from scoring?	L1 - When should you kick the ball further ahead of you? L2 - When would you need to increase the power in your pass? L3 - What are effective ways to control the ball? L4 - Why is the ability to turn/change direction important? L5 - Why is it important to shut down a space as a defender? L6 - What are important tactics to prevent your opposition from scoring?
Key Concepts to assess	L1 - Dribble the ball using different touches depending on the space available. L2 - Pass the ball with appropriate power to reach a teammate. L3 - Control the ball using a cushioned first touch. L4 - Change direction using the inside and outside of the foot. L5 - Defend by slowing attackers and protecting space. L6 - Apply simple defending tactics during small-sided games.	L1 - Select the most effective dribbling technique by adapting touches to pressure and space. L2 - Apply the 4 S's (Stop, Step, See, Send) to produce accurate and purposeful passes. L3 - Receive the ball confidently using a controlled first touch to prepare the next action. L4 - Change direction fluently using different turning techniques to retain possession. L5 - Apply jockeying techniques to delay attackers and force errors.

		L6 - Apply attacking and defending tactics confidently whilst demonstrating respect for teammates, opponents and officials.
Vocabulary	dribble, pass, defend, attack, control, space, tackle, possession	Y3+ hook, jockeying, referee, respectful, scoring line, tactic, first touch, 4 S's
Experiences	Practise dribbling with different touches. Complete passing and receiving drills. Develop first-touch control activities. Explore turning and change of direction techniques. Practise defending through jockeying activities. Play competitive small-sided football games using attacking and defending tactics.	
SMSC	Children develop resilience, teamwork and self-discipline through football. They learn to communicate effectively, support teammates and recognise that fair play, perseverance and thoughtful decision-making contribute to success both on and off the pitch.	
British Values	Individual Liberty - Making responsible decisions about passing, dribbling and defending during games. Mutual Respect - Demonstrating positive sportsmanship towards teammates, opponents and officials. Rule of Law - Following the rules of football fairly and respecting the referee's decisions. Democracy - Working collaboratively to develop team tactics and solve problems together.	
School Values	We are happy - Enjoying football and celebrating improvements in our skills. We are safe - Following the rules and using equipment responsibly throughout activities. We enjoy a challenge - Developing increasingly advanced football skills and tactical awareness. We celebrate diversity - Recognising the different strengths and contributions of every player within the team. We show respect - Demonstrating honesty, teamwork and excellent sportsmanship throughout games. We are ready and fit for our future - Developing resilience, leadership, communication and teamwork through competitive sport.	

Summer 1		
LKS2	Athletics	
	Year 3	Year 4
	L1 - How do you improve your personal best? L2 - How do you develop your changeover technique? L3 - How do you develop your jumping technique? L4 - What type of throw should you use for distance? L5 - What type of throw should you use for a long distance throw? L6 - How can we develop officiating and performing skills?	L1 - How do you improve your personal best? L2 - How do you develop your changeover technique? L3 - How do you develop your jumping technique? L4 - What type of throw should you use for distance? L5 - What type of throw should you use for a long distance throw? L6 - How can we develop officiating and performing skills?
Key Concepts to assess	L1 - Apply an effective sprinting technique to improve personal performance. L2 - Perform a relay baton changeover using the correct technique. L3 - Demonstrate controlled take-off and landing during jumping activities. L4 - Throw accurately for distance using the correct body position. L5 - Apply an overarm throw with increasing power and control. L6 - Participate confidently in athletics events whilst following rules and measuring performance.	L1 - Evaluate sprinting technique and make improvements to achieve a personal best. L2 - Perform fluent relay changeovers using communication and accurate baton exchanges. L3 - Apply effective jumping techniques to improve distance whilst maintaining balance and control. L4 - Select the most effective throwing technique for accuracy and distance. L5 - Apply body rotation, transfer of weight and follow through to maximise throwing distance.

		L6 - Officiate athletics events confidently, record performances accurately and evaluate personal and team achievements.
Vocabulary	personal best, speed, technique, relay, power, baton, accuracy, event, strength	Y3+ stamina, pace, stride, transfer of weight, measure, heave, launch, official, officiate, record
Experiences	Practise sprint starts and relay changeovers. Complete jumping for distance challenges. Measure throwing distances using different techniques. Officiate athletics events. Record results and compare performances. Take part in a mini athletics competition.	
SMSC	Children develop resilience, determination and self-belief by striving to improve their personal performances. They learn to celebrate achievement, accept challenge positively and demonstrate honesty and responsibility when officiating and recording results.	
British Values	Individual Liberty - Setting personal goals and striving to improve individual athletic performance. Mutual Respect - Encouraging others and celebrating the achievements of teammates and competitors. Rule of Law - Following the rules of athletics events and officiating fairly.	
School Values	We are happy - Enjoying athletics and celebrating personal achievements. We are safe - Using equipment responsibly and following safety instructions. We enjoy a challenge - Working hard to improve our running, jumping and throwing performances. We celebrate diversity - Recognising that everyone has different sporting strengths and abilities. We show respect - Demonstrating fairness, honesty and encouragement during competition. We are ready and fit for our future - Developing resilience, determination and healthy competitive attitudes through athletics.	

Summer 1		
LKS2	Tennis	
	Year 3	Year 4
	L1 - How do you develop racket and ball control? L2 - How do you explore rallying? L3 - How do you explore returning a ball? L4 - How do you explore returning a ball? L5 - How do you score and use simple rules? L6 - How do we work co-operatively with others?	L1 - How do you develop racket and ball control? L2 - How do you explore rallying? L3 - How do you explore returning a ball? L4 - How do you explore returning a ball? L5 - How do you score and use simple rules? L6 - How do we work co-operatively with others?
Key Concepts to assess	L1 - Demonstrate control of the racket and ball using the correct grip. L2 - Sustain a simple forehand rally with a partner. L3 - Return the ball using a controlled forehand shot. L4 - Return the ball using a basic backhand technique. L5 - Apply simple scoring rules whilst demonstrating honesty and fair play. L6 - Work cooperatively with a partner during rallies and games.	L1 - Apply consistent racket and ball control using an effective grip and ready position. L2 - Sustain longer rallies using accurate forehand shots and controlled movement. L3 - Return forehand shots confidently using correct swing, timing and follow through. L4 - Apply an effective backhand technique whilst recovering quickly to the ready position. L5 - Score games confidently, apply the rules accurately and use simple tactics to outwit opponents. L6 - Cooperate effectively with partners, evaluate performances and adapt tactics during competitive games.

Vocabulary	backhand, competition, control, cooperation, court, face, forehand, opponent, tactic, rally, react, opposition	Y3+ alternate, contact, extend, receiver, continuous, co-operative, deny, reflect, swing, compete
Experiences	Practise racket and ball control activities. Develop forehand and backhand rallies with a partner. Complete returning and target challenges. Apply scoring during mini tennis games. Explore simple tactics to outwit opponents. Evaluate performances with a partner.	
SMSC	Children develop perseverance, cooperation and self-confidence through tennis. They learn to communicate effectively, show honesty when scoring and recognise that improvement comes through practice, resilience and supporting others.	
British Values	Individual Liberty - Making responsible decisions about shot selection and tactics during games. Mutual Respect - Demonstrating honesty, encouragement and positive sportsmanship towards partners and opponents. Rule of Law - Applying the rules of tennis fairly and scoring games honestly.	
School Values	We are happy - Enjoying tennis and celebrating improvements in our skills. We are safe - Using equipment responsibly and following safety expectations. We enjoy a challenge - Developing increasingly accurate racket skills and tactical awareness. We celebrate diversity - Appreciating the different strengths and playing styles of others. We show respect - Demonstrating fairness, encouragement and honesty throughout games. We are ready and fit for our future - Developing coordination, resilience and decision-making through competitive sport.	

Summer 2		
LKS2	Basketball	
	Year 3	Year 4
	L1 - What is the role of an attacker when in possession? L2 - What attacking skills can be used to maintain possession? L3 - How can passing and moving skills be used to support the team when in attack? L4 - What is the role of the defender and how can possession be gained? L5 - How can attacking skills be used to score goals? L6 - What skills and knowledge should be applied when playing in a tournament?	L1 - What is the role of an attacker when in possession? L2 - What attacking skills can be used to maintain possession? L3 - How can passing and moving skills be used to support the team when in attack? L4 - What is the role of the defender and how can possession be gained? L5 - How can attacking skills be used to score goals? L6 - What skills and knowledge should be applied when playing in a tournament?
Key Concepts to assess	L1 - Dribble the ball whilst maintaining control and protecting possession. L2 - Use body position to shield the ball from a defender. L3 - Pass accurately to teammates moving into space. L4 - Defend by marking an opponent and attempting interceptions safely. L5 - Shoot using the correct technique from an appropriate distance. L6 - Apply the basic rules of basketball during competitive games.	L1 - Apply controlled dribbling whilst protecting the ball under pressure. L2 - Use attacking skills to maintain possession and create space for teammates. L3 - Select the most effective pass by recognising space and teammates' movement. L4 - Gain possession through effective marking, intercepting and applying defensive positioning without conceding fouls. L5 - Shoot accurately using correct balance, elbow position and follow through. L6 - Apply basketball rules, tactics and teamwork confidently during tournament play.
Vocabulary	accurate, attack, control, intercept, shoot, tactic, teammate, invasion	Y3+ barrier, double dribble, travelling, contact, possession, defend, follow through, pressure
Experiences	Practise controlled dribbling activities. Develop shielding and passing drills. Explore attacking and defending scenarios. Complete shooting accuracy challenges. Play small-sided basketball games. Participate in a mini tournament and evaluate teamwork.	

SMSC	Children develop teamwork, resilience and leadership through basketball. They learn to communicate effectively, make responsible decisions under pressure and recognise that cooperation, perseverance and fair play contribute to success.
British Values	Individual Liberty - Making responsible decisions about passing, dribbling and shooting during games. Mutual Respect - Demonstrating encouragement, fairness and positive sportsmanship towards teammates and opponents. Rule of Law - Applying the rules of basketball fairly and respecting officials' decisions. Democracy - Working collaboratively to develop team tactics and solve problems together.
School Values	We are happy - Enjoying basketball and celebrating improvements in our skills. We are safe - Following the rules and using equipment responsibly throughout activities. We enjoy a challenge - Developing increasingly effective attacking and defending skills through practice. We celebrate diversity - Recognising the different strengths and contributions of every player within the team. We show respect - Demonstrating honesty, teamwork and positive sportsmanship throughout games. We are ready and fit for our future - Developing communication, resilience and leadership through competitive sport.

Summer 2		
LKS2	Cricket	
	Year 3	Year 4
	L1 - How are striking and fielding games scored? L2 - How can you bat to score points? L3 - What fielding skills can be used to limit the batter's score? L4 - What is the role of the bowler? L5 - How can tactics be used in a game? L6 - What skills and knowledge can be applied in a game?	L1 - How are striking and fielding games scored? L2 - How can you bat to score points? L3 - What fielding skills can be used to limit the batter's score? L4 - What is the role of the bowler? L5 - How can tactics be used in a game? L6 - What skills and knowledge can be applied in a game?
Key Concepts to assess	L1 - Catch and return the ball accurately during fielding activities. L2 - Strike the ball into space to score runs. L3 - Apply accurate throwing and catching skills to limit scoring opportunities. L4 - Bowl underarm towards the wicket using the correct technique. L5 - Use simple batting and fielding tactics during games. L6 - Apply the basic rules of cricket during competitive play.	L1 - Apply accurate catching, throwing and sprinting techniques to improve fielding performance. L2 - Strike the ball purposefully into space whilst selecting when to run safely. L3 - Position effectively as a fielder and communicate with teammates to reduce scoring opportunities. L4 - Bowl accurately using correct technique and consistent control towards the wicket. L5 - Select and apply effective batting and fielding tactics to influence the outcome of the game. L6 - Apply cricket rules, teamwork and tactical understanding confidently during competitive matches.
Vocabulary	accuracy, caught out, no ball, runs, strike, tactics, track	Y3+ bowler, wicket, retrieve, communicate, release, positioning, boundary, innings
Experiences	Practise batting and striking into space. Develop catching and throwing drills. Explore bowling accuracy challenges. Complete fielding activities using teamwork and communication. Play small-sided cricket games. Apply tactics and evaluate performances during mini matches.	

SMSC	Children develop resilience, teamwork and honesty through cricket. They learn to communicate effectively, support teammates and recognise that perseverance, fairness and cooperation are essential for successful team performance.
British Values	Individual Liberty - Making responsible decisions about batting, bowling and fielding during games. Mutual Respect - Demonstrating encouragement, honesty and positive sportsmanship towards teammates and opponents. Rule of Law - Applying the rules of cricket fairly and respecting officials and opponents. Democracy - Working collaboratively to develop team tactics and solve challenges together.
School Values	We are happy - Enjoying cricket and celebrating improvements in our performance. We are safe - Using equipment responsibly and following the rules of the game. We enjoy a challenge - Developing increasingly effective batting, bowling and fielding skills through practice. We celebrate diversity - Recognising the different strengths and contributions of every player within the team. We show respect - Demonstrating fairness, teamwork and encouragement throughout games. We are ready and fit for our future - Developing communication, resilience and teamwork through competitive sport.

Autumn 1		
UKS2	O.A.A. (Outdoor Adventurous Activities)	
	Year 5	Year 6
	L1 - How is trust important in completing activities? L2 - How can a team work effectively to solve problems? L3 - How can planning ahead help to solve a problem? L4 - Why is it important to reflect and make changes to proposed plans? L5 - Why is it important to orientate a map? L6 - How do objects and locations support the team to complete an orienteering course?	L1 - How is trust important in completing activities? L2 - How can a team work effectively to solve problems? L3 - How can planning ahead help to solve a problem? L4 - Why is it important to reflect and make changes to proposed plans? L5 - Why is it important to orientate a map? L6 - How do objects and locations support the team to complete an orienteering course?
Key Concepts to assess	L1 - Demonstrate trust by working safely and cooperatively with a partner. L2 - Identify the key features of successful teamwork when solving problems. L3 - Contribute ideas to develop a simple team strategy before beginning a task. L4 - Reflect on the success of a strategy and suggest simple improvements. L5 - Orientate a map using the cardinal points. L6 - Use a key and simple map features to complete an orienteering activity.	L1 - Demonstrate trust, leadership and responsibility whilst ensuring the safety of others. L2 - Apply effective teamwork, communication and leadership to solve increasingly complex challenges. L3 - Select and justify the most effective strategy before beginning a task. L4 - Evaluate team performance and adapt strategies to improve outcomes. L5 - Confidently orientate a map and navigate using cardinal points. L6 - Apply map-reading skills accurately to complete an orienteering course independently and efficiently.
Vocabulary	teamwork, trust, map, key, direction, safety, partner, route	Y5+ cardinal points, collaboration, leadership, orientate, orienteering, strategy, navigation, evaluate

Experiences	Complete trust activities with a partner. Solve team problem-solving challenges. Plan and test different strategies. Navigate simple orienteering courses. Use maps and keys to locate checkpoints. Evaluate team performance and improve solutions.
SMSC	Children develop resilience, leadership and cooperation by working together to solve increasingly challenging problems. They learn the importance of trust, communication and reflection whilst recognising that effective teamwork depends upon listening to and valuing the ideas of others.
British Values	Democracy - Listening to everyone's ideas before agreeing the most effective strategy. Individual Liberty - Taking responsibility for personal decisions whilst contributing positively to the team. Mutual Respect - Valuing the opinions, strengths and contributions of every team member. Rule of Law - Following agreed rules and safety procedures to ensure challenges are completed fairly and safely.
School Values	We are happy - Enjoying working collaboratively to solve problems. We are safe - Following safety procedures and looking after ourselves and others during activities. We enjoy a challenge - Persevering to solve increasingly complex problems and improve our strategies. We celebrate diversity - Recognising that everyone contributes different ideas and strengths to the team. We show respect - Listening carefully, communicating positively and valuing everyone's contribution. We are ready and fit for our future - Developing leadership, teamwork, communication and problem-solving skills.

Autumn 1		
UKS2	Fitness	
	Year 5	Year 6
	L1 - How can you improve one of the components of fitness? L2 - How can exercise mentally challenge us? L3 - How can we improve strength? L4 - How does skipping develop co-ordination? L5 - How can you change direction quickly? L6 - How is dynamic balance more challenging than static balance?	L1 - How can you improve one of the components of fitness? L2 - How can exercise mentally challenge us? L3 - How can we improve strength? L4 - How does skipping develop co-ordination? L5 - How can you change direction quickly? L6 - How is dynamic balance more challenging than static balance?
Key Concepts to assess	L1 - Identify strengths and areas for improvement across the components of fitness. L2 - Apply correct sprinting, pacing and breathing techniques during exercise. L3 - Identify the muscles used during different strength exercises. L4 - Demonstrate coordination and balance whilst skipping. L5 - Change direction quickly using correct footwork and body position. L6 - Maintain balance during static and simple dynamic activities.	L1 - Evaluate personal fitness and set realistic targets for improvement. L2 - Apply effective sprinting, pacing and breathing techniques consistently to improve performance. L3 - Explain how different exercises develop specific muscle groups and overall strength. L4 - Demonstrate fluent coordination during increasingly complex skipping activities. L5 - Apply agility techniques confidently when changing direction at speed. L6 - Maintain balance and control during increasingly demanding dynamic movements.
Vocabulary	fitness, speed, strength, stamina, agility, balance, coordination, repetition	Y5+ burpee, challenge, lunge, motivate, plank, stride, technique, muscular endurance

Experiences	Complete fitness testing activities. Participate in sprint and endurance challenges. Perform bodyweight strength exercises. Complete skipping circuits. Develop agility through reaction games. Practise static and dynamic balance challenges.
SMSC	Children develop resilience by setting personal goals and working hard to improve their fitness. They learn that determination, perseverance and self-motivation help them overcome challenges whilst encouraging others to achieve their best.
British Values	Individual Liberty - Setting personal fitness goals and striving to improve performance. Mutual Respect - Encouraging and motivating others to achieve their personal best. Rule of Law - Following agreed rules and using equipment safely during fitness activities.
School Values	We are happy - Enjoying physical activity and celebrating personal achievements. We are safe - Using correct techniques and equipment safely during exercise. We enjoy a challenge - Persevering to improve our strength, stamina, agility and balance. We celebrate diversity - Recognising and valuing everyone's different physical strengths and abilities. We show respect - Supporting and encouraging others whilst demonstrating positive sportsmanship. We are ready and fit for our future - Developing lifelong healthy habits and an understanding of physical fitness.

Autumn 2		
UKS2	Dodgeball	
	Year 5	Year 6
	L1 - What tactics can we use to hit the opposition? L2 - Why is targeting at a dodger's feet a good tactic? L3 - How can we effectively dodge? L4 - How is catching important in dodgeball? L5 - Which tactics work well in dodgeball? L6 - How is a dodgeball game officiated?	L1 - What tactics can we use to hit the opposition? L2 - Why is targeting at a dodger's feet a good tactic? L3 - How can we effectively dodge? L4 - How is catching important in dodgeball? L5 - Which tactics work well in dodgeball? L6 - How is a dodgeball game officiated?
Key Concepts to assess	L1 - Apply the rules of dodgeball to get opponents out safely and fairly. L2 - Throw accurately towards an opponent's feet to improve the chance of success. L3 - Use dodging techniques to avoid being hit whilst remaining aware of the game. L4 - Catch a moving ball using the correct body position and secure hand placement. L5 - Apply simple attacking and defending tactics during competitive games. L6 - Understand the role of the referee and follow decisions respectfully during gameplay.	L1 - Apply advanced attacking tactics to outwit opponents whilst demonstrating control and accuracy. L2 - Select the most effective target based on the movement and positioning of opponents. L3 - Dodge confidently using changes of speed, direction and body position to evade opponents. L4 - Catch confidently whilst moving and apply catching strategically to return teammates to the game. L5 - Evaluate and apply a range of individual and team tactics to improve performance during competitive games. L6 - Officiate games confidently by applying the rules accurately, making fair decisions and explaining them clearly.
Vocabulary	throw, catch, dodge, block, target, opponent, referee, tactic	Y5+ dead ball, distraction, dummy, live ball, officiate, retreat, snatch, strategy
Experiences	Practise throwing at moving targets. Develop dodging and reaction drills. Complete catching challenges using different speeds and heights. Explore attacking and defensive tactics. Officiate small-sided games. Evaluate team performance and tactical decisions.	

SMSC	Children develop resilience, honesty and leadership through competitive games. They learn the importance of making fair decisions, respecting officials and supporting teammates whilst recognising that success comes through effective communication, tactical thinking and perseverance.
British Values	Individual Liberty - Making responsible decisions when selecting tactics and responding to different game situations. Mutual Respect - Demonstrating fairness, honesty and encouragement towards teammates, opponents and officials. Rule of Law - Applying and respecting the rules of dodgeball to ensure fair and safe competition. Democracy - Working together to agree team tactics and solve problems collaboratively.
School Values	We are happy - Enjoying competitive games and celebrating individual and team success. We are safe - Using equipment responsibly and following the rules of the game. We enjoy a challenge - Developing increasingly effective tactics and refining our skills through practice. We celebrate diversity - Appreciating the different strengths and contributions of every member of the team. We show respect - Demonstrating excellent sportsmanship and respecting the decisions of officials. We are ready and fit for our future - Developing leadership, resilience and teamwork through competitive sport.

Autumn 2		
Gymnastics		
UKS2	Year 5	Year 6
	L1 - How do symmetrical and asymmetrical balances differ? L2 - What steps are needed to successfully perform a backward roll? L3 - How do canon and synchronisation differ when performing a sequence with a partner? L4 - How can we progress into the inverted movement of a cartwheel? L5 - Which actions and moves best suit mirroring? L6 - What are the health benefits of gymnastics?	L1 - How do symmetrical and asymmetrical balances differ? L2 - What steps are needed to successfully perform a backward roll? L3 - How do canon and synchronisation differ when performing a sequence with a partner? L4 - How can we progress into the inverted movement of a cartwheel? L5 - Which actions and moves best suit mirroring? L6 - What are the health benefits of gymnastics?
Key Concepts to assess	L1 - Demonstrate symmetrical and asymmetrical partner balances with increasing control. L2 - Perform the stages of a backward roll using the correct body position. L3 - Perform simple canon and synchronised movements with a partner. L4 - Develop the sequence of movements needed to perform a cartwheel safely. L5 - Demonstrate mirroring and matching during paired sequences. L6 - Identify how gymnastics develops strength, agility, balance and coordination.	L1 - Create and maintain complex symmetrical and asymmetrical balances with precision and control. L2 - Perform a backward roll with fluency whilst maintaining body tension and control throughout. L3 - Apply canon and synchronisation confidently to create effective paired performances. L4 - Perform increasingly controlled cartwheel progressions using correct technique and body alignment. L5 - Select and combine mirroring, matching and contrasting actions to enhance paired sequences. L6 - Explain how gymnastics contributes to physical fitness and select movements that demonstrate different components of fitness.

Vocabulary	balance, roll, sequence, partner, symmetry, apparatus, control, technique	Y5+ asymmetrical balance, backward roll, canon, cartwheel, inverted movement, lunge, mirror, match, symmetrical balance, synchronisation
Experiences	Create symmetrical and asymmetrical partner balances. Practise backward roll progressions. Develop paired sequences using canon and synchronisation. Explore cartwheel progressions safely. Create mirrored routines using apparatus. Perform, evaluate and refine routines with peer feedback.	
SMSC	Children develop confidence, creativity and resilience through creating and performing increasingly complex gymnastics sequences. They learn to trust and communicate with partners, reflect on feedback and appreciate the effort and creativity of others.	
British Values	Individual Liberty - Expressing creativity and individuality through movement whilst making responsible choices during performances. Mutual Respect - Valuing the ideas, performances and contributions of partners and peers. Rule of Law - Following gymnastics safety expectations and using apparatus responsibly. Democracy - Working collaboratively with partners to create, refine and evaluate routines.	
School Values	We are happy - Enjoying creative movement and celebrating successful performances. We are safe - Using apparatus correctly and following gymnastics safety procedures. We enjoy a challenge - Developing increasingly complex balances, rolls and partner sequences. We celebrate diversity - Appreciating different creative ideas, strengths and approaches to movement. We show respect - Listening to feedback, supporting partners and valuing everyone's contributions. We are ready and fit for our future - Developing confidence, resilience, creativity and teamwork through gymnastics.	

Spring 1		
UKS2	Football	
	Year 5	Year 6
	L1 - How can you keep possession of the ball when faced with a defender? L2 - How do you know who to pass to? L3 - Why is it important to be able to turn with the ball? L4 - What are the defensive tactics that can be successful? L5 - How are goalkeepers successful? L6 - Why is it important to play to the rules?	L1 - How can you keep possession of the ball when faced with a defender? L2 - How do you know who to pass to? L3 - Why is it important to be able to turn with the ball? L4 - What are the defensive tactics that can be successful? L5 - How are goalkeepers successful? L6 - Why is it important to play to the rules?
Key Concepts to assess	L1 - Keep possession by controlling the ball and making appropriate decisions under pressure. L2 - Select appropriate passes to teammates who are in space. L3 - Use turning skills to protect possession and change direction. L4 - Apply simple defensive tactics by marking, tackling and closing down opponents. L5 - Demonstrate the basic techniques required for effective goalkeeping. L6 - Apply the rules of football whilst working collaboratively as a team.	L1 - Maintain possession confidently by selecting the most effective skill when under defensive pressure. L2 - Evaluate passing options and apply accurate passes to retain possession and create attacking opportunities. L3 - Apply turning skills confidently to protect the ball and create attacking opportunities. L4 - Apply defensive tactics effectively by anticipating play, closing down space and timing tackles appropriately.

		L5 - Demonstrate confident goalkeeping skills, adjusting body position and angles to prevent goals. L6 - Demonstrate leadership, respect and teamwork by applying the rules fairly and supporting officials' decisions.
Vocabulary	pass, dribble, defend, attack, tackle, possession, goalkeeper, space	Y5+ drag back, close down, tackle, officials, collaboratively, follow-through, possession, transition
Experiences	Practise dribbling under pressure. Complete passing and movement drills. Develop turning skills using drag backs. Explore attacking and defensive scenarios. Practise goalkeeping techniques. Apply tactics during competitive football matches.	
SMSC	Children develop resilience, leadership and teamwork through competitive football. They learn to make responsible decisions under pressure, communicate effectively and demonstrate honesty and fairness whilst recognising the importance of working collaboratively towards a shared goal.	
British Values	Individual Liberty - Making responsible decisions about when to pass, dribble, shoot or defend during gameplay. Mutual Respect - Demonstrating positive sportsmanship towards teammates, opponents and officials. Rule of Law - Applying the rules of football fairly and respecting the decisions of officials. Democracy - Working together to develop team tactics and solve problems collaboratively.	
School Values	We are happy - Enjoying competitive football and celebrating improvements in our performance. We are safe - Following the rules and using equipment responsibly throughout games. We enjoy a challenge - Developing increasingly advanced football skills and tactical awareness through practice. We celebrate diversity - Recognising the different strengths and contributions of every player within the team. We show respect - Demonstrating honesty, teamwork and excellent sportsmanship at all times. We are ready and fit for our future - Developing resilience, leadership, communication and teamwork through competitive sport.	

Spring 1		
Dance		
UKS2	Year 5	Year 6
	L1 - What is 'dance by chance'? L2 - How do dynamics suit different dance styles? L3 - How can we change relationships in formation, timing, matching and mirroring when moving? L4 - How can you travel when dancing to Rock'n'Roll? L5 - What are key Rock'n'Roll dance moves? L6 - What makes an effective Rock'n'Roll dance?	L1 - What is 'dance by chance'? L2 - How do dynamics suit different dance styles? L3 - How can we change relationships in formation, timing, matching and mirroring when moving? L4 - How can you travel when dancing to Rock'n'Roll? L5 - What are key Rock'n'Roll dance moves? L6 - What makes an effective Rock'n'Roll dance?
Key Concepts to assess	L1 - Create an eight-action "dance by chance" sequence using confident travelling movements. L2 - Apply different dynamics to movements to create contrast and expression. L3 - Explore relationships through unison, canon, matching and mirroring.	L1 - Choreograph creative dance sequences using the "dance by chance" technique with confidence and originality. L2 - Select and apply appropriate dynamics to enhance performance quality and audience engagement.

	L4 - Perform travelling actions using Rock'n'Roll style movements. L5 - Perform key Rock'n'Roll dance moves with increasing confidence and rhythm. L6 - Create and perform a group Rock'n'Roll dance using learnt movements and formations.	L3 - Apply changes in relationships, formations and timing purposefully to improve choreography. L4 - Perform Rock'n'Roll travelling movements fluently whilst maintaining rhythm and coordination. L5 - Combine Rock'n'Roll techniques, including hand jive, travelling patterns and spins, into extended routines. L6 - Choreograph, perform and evaluate an effective Rock'n'Roll group dance using accurate terminology and constructive feedback.
Vocabulary	dance, rhythm, formation, canon, unison, travelling, dynamics, performance	Y5+ dance by chance, Rock'n'Roll, hand jive, heel toe, jump kick, box step, step kick, grapevine
Experiences	Create "dance by chance" sequences. Explore dynamics and expressive movement. Develop formations, canon and unison with a group. Practise Rock'n'Roll travelling patterns and hand jive. Choreograph group dances using spins and step patterns. Perform and evaluate routines using appropriate dance terminology.	
SMSC	Children develop creativity, confidence and resilience through dance. They learn to express ideas collaboratively, appreciate different creative approaches and provide thoughtful feedback whilst recognising that successful performances rely on teamwork, communication and perseverance.	
British Values	Individual Liberty - Expressing creativity and individuality through choreography and performance. Mutual Respect - Appreciating the ideas, creativity and performances of others and providing constructive feedback. Democracy - Working collaboratively to make decisions about choreography, formations and performance. Rule of Law - Following agreed expectations to rehearse and perform safely and respectfully.	
School Values	We are happy - Enjoying creative movement and celebrating successful performances. We are safe - Using space responsibly and following instructions throughout dance activities. We enjoy a challenge - Developing increasingly complex choreography and performance skills. We celebrate diversity - Appreciating different dance styles, creative ideas and cultural influences. We show respect - Valuing everyone's contributions and encouraging others throughout rehearsals and performances. We are ready and fit for our future - Developing creativity, confidence, communication and teamwork through dance.	

Spring 2		
UKS2	Dodgeball	
	Year 5	Year 6
	L1 - How can you develop throwing skills and apply them appropriately? L2 - How can you develop dodging skills and apply them appropriately? L3 - How can you develop catching skills and apply them appropriately? L4 - How can you develop blocking skills and apply them appropriately? L5 - What is the need for tactics and how can they be used? L6 - How can rules, skills and tactics be applied when playing in a tournament?	L1 - How can you develop throwing skills and apply them appropriately? L2 - How can you develop dodging skills and apply them appropriately? L3 - How can you develop catching skills and apply them appropriately? L4 - How can you develop blocking skills and apply them appropriately? L5 - What is the need for tactics and how can they be used? L6 - How can rules, skills and tactics be applied when playing in a tournament?

Key Concepts to assess	L1 - Throw accurately using correct technique and appropriate force to challenge opponents. L2 - Dodge effectively using changes of speed, direction and body position. L3 - Catch confidently using the correct ready position and secure hand placement. L4 - Block safely using the ball to defend against opponents' throws. L5 - Apply simple attacking and defending tactics during competitive games. L6 - Apply the rules of dodgeball confidently during tournament play.	L1 - Select and apply the most effective throwing technique based on the movement and position of opponents. L2 - Anticipate opponents' actions and use advanced dodging techniques to avoid elimination. L3 - Catch confidently whilst moving and use catches strategically to influence the outcome of the game. L4 - Apply effective blocking techniques whilst maintaining awareness of teammates and opponents. L5 - Evaluate and adapt tactics during games to improve individual and team performance. L6 - Officiate and compete confidently in tournament games by applying rules, tactics and leadership effectively.
Vocabulary	avoid, communication, cushion, fake, force, opponent, tactic	Y5+ anticipation, tournament, strategy, evade, intercept, pressure, positioning, leadership
Experiences	Practise throwing accuracy challenges. Develop dodging and reaction drills. Complete catching activities using different speeds and heights. Explore blocking techniques. Develop team tactics in conditioned games. Participate in a dodgeball tournament and evaluate performance.	
SMSC	Children develop resilience, leadership and teamwork through competitive dodgeball. They learn to communicate effectively, make responsible decisions under pressure and recognise that honesty, perseverance and fair play are essential for success.	
British Values	Individual Liberty - Making responsible decisions about attacking, defending and applying tactics during gameplay. Mutual Respect - Demonstrating fairness, encouragement and positive sportsmanship towards teammates, opponents and officials. Rule of Law - Applying the rules of dodgeball fairly and respecting officials' decisions. Democracy - Working collaboratively to develop tactics and solve problems as a team.	
School Values	We are happy - Enjoying competitive games and celebrating improvements in our performance. We are safe - Following the rules and using equipment responsibly throughout activities. We enjoy a challenge - Developing increasingly advanced throwing, catching and tactical skills through practice. We celebrate diversity - Recognising the different strengths and contributions of every player within the team. We show respect - Demonstrating honesty, teamwork and respect for teammates, opponents and officials. We are ready and fit for our future - Developing leadership, resilience, communication and teamwork through competitive sport.	

Spring 2		
UKS2	Tennis	
	Year 5	Year 6
	L1 - How can a forehand groundstroke be used to return a ball under pressure? L2 - How can a backhand groundstroke be used to return a ball under pressure? L3 - How can a variety of shots be used to keep a continuous rally going? L4 - What are the rules of serving and how can an underarm serve be developed?	L1 - How can a forehand groundstroke be used to return a ball under pressure? L2 - How can a backhand groundstroke be used to return a ball under pressure? L3 - How can a variety of shots be used to keep a continuous rally going? L4 - What are the rules of serving and how can an underarm serve be developed?

	L5 - When should the volley be used and how can it be developed? L6 - How can rules, skills and principles be applied when playing against an opponent?	L5 - When should the volley be used and how can it be developed? L6 - How can rules, skills and principles be applied when playing against an opponent?
Key Concepts to assess	L1 - Perform a forehand groundstroke using the correct stance and follow through. L2 - Demonstrate a controlled backhand groundstroke using appropriate grip and body position. L3 - Sustain rallies by selecting a variety of appropriate shots. L4 - Perform an underarm serve using the correct technique and placement. L5 - Demonstrate a volley using the correct racket position and controlled movement. L6 - Apply the rules of tennis and use simple tactics during competitive games.	L1 - Apply an accurate forehand groundstroke under pressure by adjusting footwork and timing. L2 - Perform a confident backhand groundstroke with control, consistency and effective recovery. L3 - Sustain longer rallies by selecting and combining a range of shots strategically. L4 - Perform accurate serves consistently whilst varying placement to challenge opponents. L5 - Apply volleys effectively to attack space and maintain pressure during rallies. L6 - Evaluate opponents' positioning and apply rules, tactics and shot selection confidently during competitive games.
Vocabulary	adjust, baseline, groundstroke, dominant, non-dominant, forearm, backhand, serve, release, volley, readjust	Y5+ follow through, rally, anticipation, recovery, placement, ready position, consistency, strategy
Experiences	Practise forehand and backhand groundstrokes. Develop continuous rallies with a partner. Complete serving accuracy challenges. Explore volley techniques at the net. Apply tactics in conditioned tennis games. Participate in competitive matches and evaluate performance.	
SMSC	Children develop resilience, concentration and self-discipline through tennis. They learn that perseverance, honesty and thoughtful decision-making help improve performance whilst demonstrating respect for opponents and officials.	
British Values	Individual Liberty - Making responsible decisions about shot selection and tactics during competitive play. Mutual Respect - Demonstrating fairness, encouragement and positive sportsmanship towards partners, opponents and officials. Rule of Law - Applying the rules of tennis fairly and respecting scoring and officiating decisions. Democracy - Working collaboratively during doubles activities and reflecting on tactics together.	
School Values	We are happy - Enjoying tennis and celebrating improvements in our performance. We are safe - Using equipment responsibly and following safety expectations throughout activities. We enjoy a challenge - Developing increasingly advanced racket skills and tactical awareness through practice. We celebrate diversity - Appreciating different playing styles and recognising the strengths of others. We show respect - Demonstrating honesty, fairness and encouragement throughout games. We are ready and fit for our future - Developing resilience, concentration and decision-making through competitive sport.	

Summer 1		
UKS2	Tag Rugby	
	Year 5	Year 6
	L1 - How do you choose the appropriate skill? L2 - How do you move into space to support a teammate? L3 - How do you use defending skills?	L1 - How do you choose the appropriate skill? L2 - How do you move into space to support a teammate? L3 - How do you use defending skills?

	L4 - What is needed to work as a defending unit? L5 - How do you use a variety of attacking skills? L6 - What rules are needed in a tag rugby tournament?	L4 - What is needed to work as a defending unit? L5 - How do you use a variety of attacking skills? L6 - What rules are needed in a tag rugby tournament?
Key Concepts to assess	L1 - Select whether to run or pass based on the position of defenders. L2 - Move into effective supporting positions behind or beside the ball carrier. L3 - Apply defensive skills safely to regain possession. L4 - Work as part of a defensive line to prevent attacking progress. L5 - Use changes of speed and direction to beat defenders. L6 - Apply the rules of tag rugby whilst demonstrating teamwork and sportsmanship.	L1 - Evaluate game situations and consistently select the most effective attacking skill. L2 - Create space and provide effective support by anticipating teammates' movements. L3 - Apply defensive strategies to force turnovers and regain possession effectively. L4 - Organise and communicate within a defensive unit to close down attacking opportunities. L5 - Combine a range of attacking skills and tactical decisions to create scoring opportunities. L6 - Officiate and participate confidently in competitive tag rugby, applying rules, tactics and leadership effectively.
Vocabulary	consistent, changeover, track, approach, momentum, drive, dominant, shot put, field, force, javelin	Y5+ consecutive, dictate, appropriate, ball side, turnover, contest, transition, draw, abide, assess
Experiences	Practise attacking and passing under pressure. Develop support play and movement into space. Explore defensive line drills and tagging techniques. Apply attacking tactics in conditioned games. Officiate mini tag rugby tournaments. Evaluate tactical decisions and teamwork.	
SMSC	Children develop leadership, resilience and teamwork through competitive tag rugby. They learn to communicate effectively, support teammates and make responsible decisions whilst recognising the importance of honesty, respect and fair play.	
British Values	Individual Liberty - Making responsible decisions about attacking, defending and supporting teammates during games. Mutual Respect - Demonstrating encouragement, honesty and positive sportsmanship towards teammates, opponents and officials. Rule of Law - Applying the rules of tag rugby fairly and respecting referees' decisions. Democracy - Working collaboratively to develop tactics and solve problems as a team.	
School Values	We are happy - Enjoying competitive games and celebrating improvements in our performance. We are safe - Following the rules and using equipment responsibly throughout activities. We enjoy a challenge - Developing increasingly advanced attacking and defending skills through practice. We celebrate diversity - Recognising the different strengths and contributions of every player within the team. We show respect - Demonstrating honesty, teamwork and respect for teammates, opponents and officials. We are ready and fit for our future - Developing leadership, resilience, communication and teamwork through competitive sport.	

Summer 1		
UKS2	Athletics	
	Year 5	Year 6
	L1 - Do I understand pace and how to apply different speeds? L2 - How do I develop fluency and co-ordination?	L1 - Do I understand pace and how to apply different speeds? L2 - How do I develop fluency and co-ordination?

	L3 - What type of technique should you use in relay changeovers? L4 - How do I build momentum and power? L5 - What type of throw should you use for a long distance throw? L6 - How do I develop throwing with greater control?	L3 - What type of technique should you use in relay changeovers? L4 - How do I build momentum and power? L5 - What type of throw should you use for a long distance throw? L6 - How do I develop throwing with greater control?
Key Concepts to assess	L1 - Apply different running speeds effectively over varying distances. L2 - Demonstrate fluent running technique with coordinated arm and leg action. L3 - Perform relay changeovers using the correct baton exchange technique. L4 - Apply the correct technique for the triple jump using balance and momentum. L5 - Throw for distance using power, balance and weight transfer. L6 - Throw with increasing accuracy using the correct technique.	L1 - Select and maintain the most effective pace for different athletic events. L2 - Demonstrate efficient sprinting technique using rhythm, stride length and coordination. L3 - Execute relay changeovers fluently whilst communicating effectively with teammates. L4 - Generate maximum momentum and power during jumping events using correct sequencing and technique. L5 - Apply advanced throwing techniques using body rotation, weight transfer and release to maximise distance. L6 - Evaluate and refine throwing technique to improve both accuracy and consistency across a range of athletic events.
Vocabulary	angle, ball carrier, barrier, close down, create, dominant, drive, sportsmanship, situation, support, stance, rebound	Y5+ maximum, strategy, rhythm, pattern, phase, grip, fling, stance, release, meet, explosive, discus
Experiences	Practise pacing over different distances. Develop sprinting and relay changeover drills. Explore triple jump progressions. Measure throwing distance using a range of implements. Practise javelin accuracy activities. Compete in athletics events and evaluate performances.	
SMSC	Children develop determination, resilience and self-belief by striving to improve personal performances. They learn to set goals, evaluate progress and recognise that commitment, perseverance and honesty contribute to sporting success	
British Values	Individual Liberty - Setting personal goals and striving to improve athletic performance. Mutual Respect - Encouraging others and celebrating the achievements of teammates and competitors. Rule of Law - Following the rules of athletics events and competing fairly. Democracy - Supporting teammates and making collaborative decisions during relay events and team competitions.	
School Values	We are happy - Enjoying athletics and celebrating personal and team achievements. We are safe - Using equipment responsibly and following safety procedures throughout activities. We enjoy a challenge - Working hard to improve our running, jumping and throwing performances. We celebrate diversity - Recognising that everyone has different athletic strengths and abilities. We show respect - Demonstrating fairness, honesty and encouragement during competition. We are ready and fit for our future - Developing resilience, leadership and determination through athletics.	

Summer 2		
UKS2	Cricket	
	Year 5	Year 6
	L1 - What skills do you need to throw and catch a ball?	L1 - What skills do you need to throw and catch a ball?

	L2 - How can you bowl accurately? L3 - What batting skills are needed to bat successfully? L4 - What fielding techniques should be used under pressure? L5 - Why and when do we need to use tactics? L6 - What skills and knowledge should you use in a tournament?	L2 - How can you bowl accurately? L3 - What batting skills are needed to bat successfully? L4 - What fielding techniques should be used under pressure? L5 - Why and when do we need to use tactics? L6 - What skills and knowledge should you use in a tournament?
Key Concepts to assess	L1 - Demonstrate accurate throwing and secure catching using the correct ready position. L2 - Bowl with increasing accuracy using the correct grip and bowling action. L3 - Strike the ball into space and make appropriate decisions about when to run. L4 - Apply effective fielding techniques to return the ball quickly under pressure. L5 - Use simple batting and fielding tactics during competitive games. L6 - Apply the rules of cricket confidently during tournament play.	L1 - Apply accurate throwing and catching techniques consistently whilst making quick decisions under pressure. L2 - Bowl accurately using correct grip, momentum and body alignment to challenge the batter. L3 - Select and apply the most effective batting technique to score runs and exploit gaps in the field. L4 - Apply advanced fielding techniques, positioning and communication to prevent scoring opportunities. L5 - Evaluate game situations and adapt batting and fielding tactics to improve team performance. L6 - Officiate and compete confidently in cricket tournaments by applying rules, tactics and leadership effectively.
Vocabulary	backing up, close catch, grip, long barrier, run out, short barrier, stance	Y5+ bowler, batter, momentum, positioning, tournament, communication, follow through, strategy
Experiences	Practise throwing and catching drills. Develop bowling accuracy challenges. Explore batting into space using different shot selections. Complete fielding activities under pressure. Apply batting and fielding tactics during conditioned games. Participate in competitive cricket matches and evaluate team performance.	
SMSC	Children develop resilience, leadership and teamwork through cricket. They learn to communicate effectively, make responsible decisions under pressure and recognise that honesty, perseverance and cooperation are essential for successful team performance.	
British Values	Individual Liberty - Making responsible decisions about batting, bowling and fielding during competitive games. Mutual Respect - Demonstrating encouragement, honesty and positive sportsmanship towards teammates, opponents and officials. Rule of Law - Applying the rules of cricket fairly and respecting officials' decisions. Democracy - Working collaboratively to develop tactics and solve problems as a team.	
School Values	We are happy - Enjoying cricket and celebrating improvements in our performance. We are safe - Using equipment responsibly and following the rules of the game. We enjoy a challenge - Developing increasingly advanced batting, bowling and fielding skills through practice. We celebrate diversity - Recognising the different strengths and contributions of every player within the team. We show respect - Demonstrating fairness, teamwork and encouragement throughout games. We are ready and fit for our future - Developing leadership, resilience, communication and teamwork through competitive sport.	

Summer 2	
UKS2	O.A.A. (Outdoor Adventurous Activities)

	Year 5	Year 6
	L1 - What are communication and negotiation skills and how do you use them? L2 - How can communication and negotiation skills be used to solve challenges? L3 - What are planning and problem-solving skills and how can they be used? L4 - How can you share ideas and work as a team to solve problems? L5 - How do you read a map and navigate? L6 - How should you create and follow a route on a map?	L1 - What are communication and negotiation skills and how do you use them? L2 - How can communication and negotiation skills be used to solve challenges? L3 - What are planning and problem-solving skills and how can they be used? L4 - How can you share ideas and work as a team to solve problems? L5 - How do you read a map and navigate? L6 - How should you create and follow a route on a map?
Key Concepts to assess	L1 - Communicate clearly with teammates to solve simple challenges. L2 - Use negotiation skills to agree solutions and complete team tasks. L3 - Develop simple plans to solve practical problems collaboratively. L4 - Contribute ideas and work cooperatively to complete team challenges. L5 - Read simple maps and identify basic symbols and landmarks. L6 - Follow a planned route using a map with increasing confidence.	L1 - Communicate confidently using clear instructions and active listening to support effective teamwork. L2 - Negotiate, compromise and adapt strategies to overcome increasingly complex challenges. L3 - Evaluate different approaches and select the most effective problem-solving strategy. L4 - Lead, support and evaluate team performance whilst ensuring everyone contributes effectively. L5 - Navigate confidently using maps, symbols, landmarks and orientation skills. L6 - Create, follow and evaluate routes accurately whilst demonstrating teamwork, navigation and decision-making skills.
Vocabulary	concise, compromise, critical thinking, landmark, navigation, orientate, solve, strategy	Y5+ coordinates, decision-making, negotiate, obstacle, route, teamwork, communication, evaluate
Experiences	Complete team-building challenges. Solve practical outdoor problems collaboratively. Develop communication and negotiation skills through group tasks. Read and follow simple maps. Navigate routes using landmarks and map symbols. Design and complete an orienteering course.	
SMSC	Children develop resilience, leadership and cooperation through outdoor adventurous activities. They learn to communicate effectively, value the ideas of others and recognise that successful problem-solving relies upon trust, teamwork and perseverance.	
British Values	Individual Liberty - Taking responsibility for decisions and contributing confidently to team challenges. Mutual Respect - Listening to others, valuing different ideas and supporting teammates throughout activities. Democracy - Working collaboratively to make decisions and agree strategies as a group. Rule of Law - Following agreed rules, instructions and safety procedures during outdoor activities.	
School Values	We are happy - Enjoying outdoor learning and celebrating successful teamwork. We are safe - Following instructions carefully and assessing risks responsibly during activities. We enjoy a challenge - Solving increasingly complex problems through perseverance and teamwork. We celebrate diversity - Valuing different ideas, strengths and approaches when working together. We show respect - Listening to others, encouraging teammates and working cooperatively. We are ready and fit for our future - Developing leadership, communication, resilience and problem-solving skills for life.	



Medium Term Cycle B

Autumn 1		
KS1	Fitness	
	Year 1	Year 2
	L1 - Which speed is best when you are running for a long time? L2 - Why is it important to watch the rope for jumping? L3 - What rhythm can you use to help you skip? L4 - How can you change direction quickly? L5 - How can you make yourself stronger? L6 - How can you move more quickly?	L1 - Which speed is best when you are running for a long time? L2 - Why is it important to watch the rope for jumping? L3 - What rhythm can you use to help you skip? L4 - How can you change direction quickly? L5 - How can you make yourself stronger? L6 - How can you move more quickly?
Key Concepts to assess	L1 - Run at a steady pace for longer periods. L2 - Watch the rope carefully and jump at the correct time. L3 - Develop a simple rhythm when skipping. L4 - Change direction safely whilst moving. L5 - Explore simple bodyweight exercises to develop strength. L6 - Move quickly using arms and legs together.	L1 - Select an appropriate pace to maintain running over longer distances. L2 - Time jumps accurately by watching the rope throughout its movement. L3 - Apply a consistent skipping rhythm with increasing coordination. L4 - Change direction quickly using correct body position and control. L5 - Perform bodyweight exercises with increasing control and technique. L6 - Apply effective arm action and body position to increase speed.
Vocabulary	run, jog, sprint, skip, turn, direction, pace, speed	Y1+ determination, coordination, technique, rhythm, sprint, pace, direction, spin
Experiences	Complete running challenges using different speeds. Practise individual and partner skipping activities. Take part in agility circuits. Explore bodyweight exercises. Complete reaction and speed games. Reflect on personal improvements.	
SMSC	Children develop resilience by challenging themselves to improve their fitness and movement skills. They learn that perseverance and determination help them achieve personal goals whilst encouraging others to succeed.	
British Values	Individual Liberty - Choosing to challenge themselves and improve their personal fitness. Mutual Respect - Encouraging and supporting others during physical activities. Rule of Law - Following instructions and safety rules during fitness activities.	
School Values	We are happy - Enjoying being active and celebrating personal success. We are safe - Moving safely and following instructions during physical activity. We enjoy a challenge - Persevering to improve our speed, coordination and strength. We celebrate diversity - Recognising that everyone develops physical skills at different rates. We show respect - Encouraging others and celebrating everyone's achievements. We are ready and fit for our future - Developing healthy habits through regular exercise.	

Autumn 1		
KS1	Team Building	
	Year 1	Year 2

	L1 - How can we ensure actions are completed successfully? L2 - How can a plan help to complete tasks? L3 - What helps to make a plan successful? L4 - What makes instructions easy to follow? L5 - How can we encourage people to be successful? L6 - How were your team successful?	L1 - How can we ensure actions are completed successfully? L2 - How can a plan help to complete tasks? L3 - What helps to make a plan successful? L4 - What makes instructions easy to follow? L5 - How can we encourage people to be successful? L6 - How were your team successful?
Key Concepts to assess	L1 - Follow simple instructions to complete a task successfully. L2 - Work with a partner to create a simple plan before starting. L3 - Share ideas and listen to others when solving problems. L4 - Give and follow short, clear instructions. L5 - Encourage teammates using kind and positive language. L6 - Talk about what the team did well and identify one improvement.	L1 - Read and follow instructions accurately to complete a challenge. L2 - Work collaboratively to plan the most effective solution before beginning. L3 - Discuss ideas respectfully and explain how they help solve a challenge. L4 - Give clear and precise instructions using appropriate positional language. L5 - Communicate positively to motivate and support teammates. L6 - Evaluate how teamwork contributed to success and suggest ways to improve future performance.
Vocabulary	team, partner, plan, instructions, listen, help, share, cooperate	Y1+ challenge, communicate, explain, respect, solution, successful, support, evaluate
Experiences	Complete partner problem-solving challenges. Work together to navigate obstacle courses. Give and follow instructions using positional language. Plan strategies before completing team activities. Reflect on successful teamwork. Celebrate shared achievements.	
SMSC	Children develop communication, cooperation and resilience through collaborative challenges. They learn to value the ideas of others, solve problems together and understand that successful teamwork depends upon trust, respect and positive communication.	
British Values	Democracy - Listening to everyone's ideas before making decisions as a team. Individual Liberty - Sharing ideas confidently and taking responsibility for personal contributions. Mutual Respect - Valuing the opinions, ideas and efforts of every team member. Rule of Law - Following agreed rules and instructions to complete activities fairly and safely.	
School Values	We are happy - Working together and celebrating shared success. We are safe - Listening carefully and following instructions during team challenges. We enjoy a challenge - Solving problems together and persevering when tasks become difficult. We celebrate diversity - Valuing everyone's ideas, strengths and contributions. We show respect - Listening to others, taking turns and encouraging everyone to participate. We are ready and fit for our future - Developing teamwork, communication and problem-solving skills that will support us throughout life.	

Autumn 2		
KS1	Fundamentals	
	Year 1	Year 2
	L1 - How do we land safely? L2 - How is sprinting different to jogging? L3 - What do you have to do to dodge?	L1 - How do we land safely? L2 - How is sprinting different to jogging? L3 - What do you have to do to dodge?

	L4 - What is the difference between jump and hop? L5 - How can you jump higher? L6 - How do you know you are skipping safely?	L4 - What is the difference between jump and hop? L5 - How can you jump higher? L6 - How do you know you are skipping safely?
Key Concepts to assess	L1 - Land safely with bent knees whilst maintaining balance. L2 - Identify the difference between sprinting and jogging. L3 - Change direction safely to dodge obstacles and opponents. L4 - Demonstrate the difference between a jump and a hop. L5 - Jump higher by bending knees and swinging arms. L6 - Skip safely using a simple rhythm.	L1 - Demonstrate controlled landings by maintaining balance and stability. L2 - Apply the correct technique for sprinting and jogging using appropriate pace and body position. L3 - Dodge effectively by changing direction quickly whilst maintaining balance. L4 - Apply the correct technique for jumping and hopping during movement activities. L5 - Improve jump height using coordinated arm action and powerful take-off. L6 - Skip confidently using coordinated rope, wrist and jumping movements whilst maintaining rhythm.
Vocabulary	balance, jump, hop, sprint, jog, skip, dodge, direction	Y1+ controlled, elastic rope, leaping, side-stepping, turning, zig-zag, coordination, rhythm
Experiences	Practise safe landing activities. Compare sprinting and jogging techniques. Complete dodging and agility games. Explore jumping and hopping challenges. Develop jumping for height. Practise skipping individually and with partners.	
SMSC	Children develop resilience and confidence by improving their fundamental movement skills through regular practice. They learn that determination and perseverance help them overcome challenges whilst encouraging others to achieve their personal best.	
British Values	Individual Liberty - Challenging themselves to improve their movement skills and physical performance. Mutual Respect - Encouraging and supporting others as they develop new skills. Rule of Law - Following instructions and safety rules during physical activities.	
School Values	We are happy - Enjoying physical activity and celebrating our achievements. We are safe - Using equipment safely and following instructions carefully. We enjoy a challenge - Persevering to improve our movement skills and coordination. We celebrate diversity - Recognising that everyone develops physical skills at different rates. We show respect - Encouraging others and celebrating everyone's progress. We are ready and fit for our future - Developing the fundamental movement skills needed for lifelong participation in physical activity.	

Autumn 2		
Gymnastics		
KS1	Year 1	Year 2
	L1 - What do you do with your body to hold shapes? L2 - How should you transition between linked balances? L3 - How can you travel in different ways using apparatus? L4 - How can you link jumps into a sequence? L5 - Which shapes do you make during a forward roll? L6 - What areas of your sequence challenged your strength, flexibility or control?	L1 - What do you do with your body to hold shapes? L2 - How should you transition between linked balances? L3 - How can you travel in different ways using apparatus? L4 - How can you link jumps into a sequence? L5 - Which shapes do you make during a forward roll? L6 - What areas of your sequence challenged your strength, flexibility or control?

Key Concepts to assess	L1 - Create simple body shapes using body tension. L2 - Link balances together using controlled movements. L3 - Travel safely using different body parts and simple apparatus. L4 - Link jumps together to create a short sequence. L5 - Perform a forward roll with increasing confidence and control. L6 - Perform a simple gymnastics sequence showing balances, rolls and travelling.	L1 - Demonstrate strong body tension to maintain stable balances for increasing periods of time. L2 - Transition smoothly between balances whilst maintaining control and body shape. L3 - Apply different travelling movements confidently when using apparatus. L4 - Combine jumps, balances and travelling movements into a fluent sequence. L5 - Perform a forward roll whilst maintaining body shape and smooth transitions. L6 - Create and perform a gymnastics sequence using rolls, jumps, balances and travelling at different levels and directions.
Vocabulary	balance, shape, sequence, roll, jump, travel, apparatus, control	Y1+ back support, barrel roll, forward roll, position, star jump, straight jump, straight roll, stretch
Experiences	Explore balances using different body parts. Link balances with travelling movements. Use apparatus safely to develop sequences. Practise shape jumps and forward rolls. Create individual gymnastics routines. Perform and evaluate routines with a partner.	
SMSC	Children develop confidence, resilience and creativity through gymnastics. They learn to reflect on their performances, accept feedback positively and appreciate the effort and creativity of others whilst working safely and cooperatively.	
British Values	Individual Liberty - Expressing creativity through movement whilst making positive choices during performances. Mutual Respect - Appreciating the performances of others and providing encouraging feedback. Rule of Law - Following gymnastics safety expectations and using apparatus responsibly.	
School Values	We are happy - Enjoying creative movement and celebrating successful performances. We are safe - Using apparatus correctly and following gymnastics safety rules. We enjoy a challenge - Developing increasingly controlled balances, rolls and sequences. We celebrate diversity - Appreciating different ideas and creative approaches to movement. We show respect - Encouraging others and valuing everyone's performances and ideas. We are ready and fit for our future - Developing confidence, coordination, resilience and creativity through gymnastics.	

Spring 1		
KS1	Ball Skills	
	Year 1	Year 2
	L1 - How can you be accurate when your target is moving? L2 - How can we make it easier to stop the ball? L3 - How does the way we touch the ball help us to control it? L4 - How can we make sure our kick is accurate? L5 - How do our throwing hands differ to our catching hands? L6 - What is the 'magic' moment and how does it help our dribbling?	L1 - How can you be accurate when your target is moving? L2 - How can we make it easier to stop the ball? L3 - How does the way we touch the ball help us to control it? L4 - How can we make sure our kick is accurate? L5 - How do our throwing hands differ to our catching hands? L6 - What is the 'magic' moment and how does it help our dribbling?

Key Concepts to assess	L1 - Roll a ball accurately towards a moving target. L2 - Stop a rolling ball by watching it carefully and moving into position. L3 - Control a ball with soft touches using different parts of the foot. L4 - Kick a ball accurately using the inside of the foot. L5 - Throw and catch using the correct hand position and body control. L6 - Dribble a ball with hands using fingertips to maintain control.	L1 - Roll a ball accurately towards a moving target using correct body position and release. L2 - Move confidently into position to receive and stop a moving ball under control. L3 - Apply soft touches using different parts of the foot to maintain close control whilst moving. L4 - Kick accurately using the inside of the foot and appropriate force for the target. L5 - Apply accurate throwing and secure catching techniques using correct body alignment and hand position. L6 - Dribble confidently with hands by applying the ball at the correct "magic moment" to maintain control.
Vocabulary	ball, throw, catch, kick, dribble, target, control, receive	Y1+ collect, distance, dribble, hitting, kicking, target, fingertips, accuracy
Experiences	Practise rolling and stopping a moving ball. Develop dribbling with hands and feet. Complete target throwing and kicking challenges. Explore throwing and catching with a partner. Apply ball control skills in small-sided games. Reflect on improving accuracy and control.	
SMSC	Children develop confidence and resilience by improving their ball control through practice and perseverance. They learn that concentration, determination and cooperation help them improve whilst encouraging others to develop their skills.	
British Values	Individual Liberty - Challenging themselves to improve their ball control, accuracy and coordination. Mutual Respect - Encouraging and supporting others whilst developing new skills. Rule of Law - Following instructions and agreed rules to ensure safe and fair participation.	
School Values	We are happy - Enjoying ball games and celebrating improvements in our skills. We are safe - Using equipment responsibly and following instructions carefully. We enjoy a challenge - Persevering to improve our control, coordination and accuracy. We celebrate diversity - Recognising that everyone develops physical skills at different rates. We show respect - Encouraging others and celebrating everyone's achievements. We are ready and fit for our future - Developing coordination, confidence and physical skills for lifelong participation in sport and exercise.	

Spring 1		
KS1	Dance	
	Year 1	Year 2
	L1 - How do we know when to change actions? L2 - How does the way we perform our action help our audience? L3 - How are mirrored and matched movements different? L4 - How can actions show different expressions? L5 - Why should our shapes be easy to get into and out of? L6 - What do we need to ensure we do when performing with a partner?	L1 - How do we know when to change actions? L2 - How does the way we perform our action help our audience? L3 - How are mirrored and matched movements different? L4 - How can actions show different expressions? L5 - Why should our shapes be easy to get into and out of? L6 - What do we need to ensure we do when performing with a partner?

Key Concepts to assess	L1 - Change actions at appropriate times within a simple dance. L2 - Perform actions using different body parts. L3 - Copy mirrored and matched movements with a partner. L4 - Show different emotions through movement. L5 - Link simple balances and pathways together. L6 - Perform in time with a partner.	L1 - Change actions confidently using changes in level, direction and speed. L2 - Select and perform whole-body actions to engage an audience. L3 - Apply mirrored and matched movements accurately when performing with a partner. L4 - Use dynamics purposefully to communicate different emotions and ideas through movement. L5 - Link balances, pathways and transitions smoothly to create an effective sequence. L6 - Perform confidently with a partner, maintaining rhythm, timing and coordination throughout.
Vocabulary	dance, movement, rhythm, partner, balance, pathway, expression, sequence	Y1+ expression, matching, mirroring, rhythm, timing, weaving, dynamics, transition
Experiences	Create dances using changes in level, direction and speed. Explore mirrored and matched partner work. Use expression and dynamics to communicate ideas. Link balances and pathways into short sequences. Perform with a partner whilst maintaining timing. Evaluate performances using positive feedback.	
SMSC	Children develop confidence, creativity and cooperation through dance. They learn to express emotions through movement, appreciate the performances of others and understand that successful performances depend upon teamwork, communication and perseverance.	
British Values	Individual Liberty - Expressing creativity and individuality through dance and movement. Mutual Respect - Appreciating the performances and ideas of others whilst encouraging positive participation. Rule of Law - Following agreed expectations to perform safely and respectfully together.	
School Values	We are happy - Enjoying creative movement and celebrating successful performances. We are safe - Using space responsibly and following instructions during dance activities. We enjoy a challenge - Developing confidence to perform increasingly expressive dance sequences. We celebrate diversity - Appreciating different ideas, cultures and creative approaches to dance. We show respect - Valuing everyone's ideas, performances and contributions. We are ready and fit for our future - Developing confidence, creativity, communication and teamwork through dance.	

Spring 2		
KS1	Sending and Receiving	
	Year 1	Year 2
	L1 - What do you need to do to roll the ball accurately? L2 - Why is it important to send the ball quickly? L3 - Why is it important to stop the ball before passing? L4 - How do you know someone is ready to receive a pass? L5 - Where should your hands finish when throwing the ball? L6 - What do you need to remember when receiving the ball?	L1 - What do you need to do to roll the ball accurately? L2 - Why is it important to send the ball quickly? L3 - Why is it important to stop the ball before passing? L4 - How do you know someone is ready to receive a pass? L5 - Where should your hands finish when throwing the ball? L6 - What do you need to remember when receiving the ball?
Key Concepts to assess	L1 - Roll a ball accurately towards a target using the correct technique. L2 - Track a moving ball by watching it carefully and moving into position. L3 - Stop a moving ball with the inside of the foot before passing. L4 - Throw and catch accurately with a partner using two hands.	L1 - Roll a ball accurately by applying correct body position, release and follow through. L2 - Send and receive the ball quickly by making eye contact, tracking the ball and moving into position.

	L5 - Finish a throw with hands pointing towards the target. L6 - Receive a ball using a ready position and controlled catching technique.	L3 - Control the ball with the inside of the foot before making an accurate pass. L4 - Apply secure throwing and catching techniques whilst communicating effectively with a partner. L5 - Finish throws with accurate follow through to improve direction and distance. L6 - Receive balls confidently using a ready position, good tracking and appropriate racket or catching techniques.
Vocabulary	throw, catch, pass, receive, control, target, track, release	control, cushion, rally, release, scoop, track, ready position, follow through
Experiences	Practise rolling and throwing towards targets. Develop tracking and receiving skills with a partner. Stop and pass a moving ball using the feet. Complete throwing and catching challenges. Explore racket sending and receiving activities. Apply skills in small-sided games.	
SMSC	Children develop confidence and resilience by improving their sending and receiving skills through regular practice. They learn that communication, concentration and teamwork help everyone to succeed whilst encouraging and supporting others.	
British Values	Individual Liberty - Challenging themselves to improve their throwing, catching and receiving skills. Mutual Respect - Supporting and encouraging others whilst working collaboratively with a partner. Rule of Law - Following instructions and agreed rules to ensure activities are safe and fair.	
School Values	We are happy - Enjoying ball games and celebrating improvements in our skills. We are safe - Using equipment responsibly and following instructions carefully. We enjoy a challenge - Persevering to improve our throwing, catching and receiving techniques. We celebrate diversity - Recognising that everyone develops physical skills at different rates. We show respect - Encouraging others and celebrating everyone's achievements. We are ready and fit for our future - Developing coordination, communication and teamwork through physical activity.	

Spring 2		
Target Games		
KS1	Year 1	Year 2
	L1 - What happens if you apply a stronger force when throwing? L2 - What type of throw would you use if you wanted the ball to go further? L3 - When would you use less force to strike a ball? L4 - How does a moving target change where you aim? L5 - How do you know which skill to choose for the game? L6 - Which games are target games?	L1 - What happens if you apply a stronger force when throwing? L2 - What type of throw would you use if you wanted the ball to go further? L3 - When would you use less force to strike a ball? L4 - How does a moving target change where you aim? L5 - How do you know which skill to choose for the game? L6 - Which games are target games?
Key Concepts to assess	L1 - Throw towards a target using appropriate force. L2 - Perform an overarm throw to increase distance. L3 - Strike or kick a ball using appropriate force for the target. L4 - Aim ahead of a moving target with support. L5 - Choose an appropriate throwing or striking skill for a simple game.	L1 - Apply different amounts of force to improve throwing accuracy and distance. L2 - Perform an overarm throw using correct technique to maximise distance and accuracy. L3 - Select the appropriate amount of force when striking or kicking towards different targets.

	L6 - Identify a range of target games and the skills they require.	L4 - Adjust aim to account for the speed and direction of moving targets. L5 - Select and apply the most effective throwing, rolling or striking technique for different target games. L6 - Explain the similarities between different target games and apply learnt skills confidently during play
Vocabulary	target, throw, strike, kick, aim, score, power, accuracy	Y1+ accurate, against, block, golf club, jack, power, strike, moving target
Experiences	Practise underarm and overarm throwing. Complete target accuracy challenges. Explore striking and kicking towards different targets. Play games involving moving targets. Compare different target games such as bowls and golf activities. Apply throwing and striking skills in competitive games.	
SMSC	Children develop resilience, concentration and confidence by improving their accuracy through practice. They learn that perseverance, honesty and fair play help everyone to succeed whilst recognising the importance of making thoughtful decisions during games.	
British Values	Individual Liberty - Selecting the most effective skill to improve personal performance during target games. Mutual Respect - Encouraging teammates and recognising the achievements of others. Rule of Law - Following the rules of games and using equipment safely and responsibly	
School Values	We are happy - Enjoying target games and celebrating improvements in our accuracy. We are safe - Using equipment correctly and following safety instructions at all times. We enjoy a challenge - Working hard to improve our throwing, striking and aiming skills. We celebrate diversity - Recognising that everyone develops sporting skills at different rates. We show respect - Demonstrating fairness, encouragement and positive sportsmanship. We are ready and fit for our future - Developing coordination, resilience and decision-making through physical activity.	

Summer 1		
KS1	Athletics	
	Year 1	Year 2
	L1 - How can you run fast and develop skills in sprinting? L2 - How can you jump further? L3 - How can you jump higher? L4 - How can you throw for distance? L5 - How can you throw for accuracy? L6 - What techniques and skills should be applied in an athletics carousel?	L1 - How can you run fast and develop skills in sprinting? L2 - How can you jump further? L3 - How can you jump higher? L4 - How can you throw for distance? L5 - How can you throw for accuracy? L6 - What techniques and skills should be applied in an athletics carousel?
Key Concepts to assess	L1 - Sprint using big strides and coordinated arm action. L2 - Jump forwards for distance using a controlled take-off and landing. L3 - Jump upwards from a balanced position using an arm swing. L4 - Perform an overarm throw using the correct body position. L5 - Throw accurately towards a target using the correct release. L6 - Apply running, jumping and throwing skills during simple athletics activities.	L1 - Apply an effective sprinting technique using balance, coordination and powerful strides. L2 - Maximise jumping distance by using an effective take-off, arm swing and controlled landing. L3 - Generate greater height by driving upwards from a balanced take-off position.

		L4 - Throw for distance using correct body alignment, weight transfer and follow through. L5 - Adjust force and direction to improve throwing accuracy towards a target. L6 - Select and apply the appropriate running, jumping and throwing techniques confidently during an athletics carousel.
Vocabulary	aim, distance, far, fast, height, jog, jump, landing, overarm, sprint, target, throw	Y1+ accuracy, follow through, pace, power, release, stride, take-off, technique
Experiences	Practise sprint starts and running at different speeds. Explore jumping for height and distance. Complete throwing for distance and target challenges. Measure performances and compare personal bests. Take part in relay races and athletics stations. Apply skills during a mini athletics carousel.	
SMSC	Children develop resilience and determination by striving to improve their personal performances. They learn to celebrate success, persevere when challenged and encourage others whilst recognising that practice helps everyone improve.	
British Values	Individual Liberty - Challenging themselves to improve their personal athletic performance. Mutual Respect - Encouraging others and celebrating everyone's achievements. Rule of Law - Following the rules of athletics events and using equipment safely.	
School Values	We are happy - Enjoying athletics and celebrating our personal achievements. We are safe - Using equipment responsibly and following safety instructions. We enjoy a challenge - Working hard to improve our running, jumping and throwing skills. We celebrate diversity - Recognising that everyone has different sporting strengths and abilities. We show respect - Encouraging others and demonstrating excellent sportsmanship. We are ready and fit for our future - Developing the fundamental athletic skills needed for lifelong participation in physical activity.	

Summer 1		
KS1	Invasion Games	
	Year 1	Year 2
	L1 - What is possession? L2 - What is scoring and how can you do it? L3 - What skills can be used to stop an opponent from scoring? L4 - How can possession be gained? L5 - What is marking an opponent and how can it be used as a defending skill? L6 - What simple tactics can be used for attacking and defending?	L1 - What is possession? L2 - What is scoring and how can you do it? L3 - What skills can be used to stop an opponent from scoring? L4 - How can possession be gained? L5 - What is marking an opponent and how can it be used as a defending skill? L6 - What simple tactics can be used for attacking and defending?
Key Concepts to assess	L1 - Keep possession by controlling the ball close to the body. L2 - Travel with the ball and shoot towards a target with increasing control. L3 - Defend by staying ready and tracking the ball. L4 - Gain possession by intercepting simple passes. L5 - Stay close to an opponent when defending. L6 - Apply simple attacking and defending skills during games.	L1 - Maintain possession by controlling the ball whilst recognising space and teammates. L2 - Apply accurate shooting techniques whilst travelling at speed towards goal. L3 - Defend effectively by tracking the ball and reacting quickly to attacking play. L4 - Intercept passes by anticipating the movement of the ball and attackers.

		L5 - Mark opponents effectively by maintaining good positioning and awareness of the ball. L6 - Apply simple attacking and defending tactics confidently during small-sided games.
Vocabulary	attack, defend, defender, goalkeeper, mark, opponent, possession, receive, send, score, shoot, tactic	Y1+ anticipate, intercept, positioning, support, teammate, awareness, communication, transition
Experiences	Practise dribbling and keeping possession. Develop shooting activities towards a goal. Explore defending and intercepting challenges. Complete marking and movement games. Play small-sided invasion games using attacking and defending tactics. Evaluate teamwork and decision-making.	
SMSC	Children develop teamwork, resilience and communication through invasion games. They learn to cooperate with others, respect teammates and opponents and understand that success depends upon fair play, perseverance and working together.	
British Values	Individual Liberty - Making responsible decisions about attacking, defending and passing during games. Mutual Respect - Demonstrating teamwork, encouragement and positive sportsmanship towards others. Rule of Law - Following the rules of invasion games to ensure safe and fair competition.	
School Values	We are happy - Enjoying team games and celebrating improvements in our skills. We are safe - Following the rules and using equipment responsibly throughout activities. We enjoy a challenge - Developing our attacking and defending skills through practice. We celebrate diversity - Appreciating the different strengths and contributions of every teammate. We show respect - Demonstrating fairness, teamwork and encouragement throughout games. We are ready and fit for our future - Developing communication, resilience and decision-making through physical activity.	

Summer 2		
Striking and Fielding		
KS1	Year 1	Year 2
	L1 - How do you move fast and track to collect a ball? L2 - What skills do we need to catch and throw underarm? L3 - How can you throw overarm to limit a batter's score? L4 - What skills do you need to use to hit for distance? L5 - How can you get a batter out? L6 - What are the rules of striking and fielding games?	L1 - How do you move fast and track to collect a ball? L2 - What skills do we need to catch and throw underarm? L3 - How can you throw overarm to limit a batter's score? L4 - What skills do you need to use to hit for distance? L5 - How can you get a batter out? L6 - What are the rules of striking and fielding games?
Key Concepts to assess	L1 - Move quickly to collect a ball using the correct body position. L2 - Catch with two hands and perform an accurate underarm throw. L3 - Perform an overarm throw using the correct arm action and follow through. L4 - Strike a ball into space using a bat with increasing control. L5 - Return the ball quickly to get a batter out.	L1 - Track the ball confidently and move into position to collect it efficiently. L2 - Catch securely and apply accurate underarm throwing techniques during games. L3 - Apply the correct overarm throwing technique to limit a batter's score. L4 - Strike the ball purposefully into space by recognising the position of fielders. L5 - Make effective fielding decisions to get batters out and prevent runs.

	L6 - Apply the basic rules of striking and fielding games during play.	L6 - Apply the rules confidently whilst making sensible decisions about batting, fielding and running.
Vocabulary	backstop, batter, batting, bowler, collect, fielder, fielding, hit, out, stump	accuracy, follow through, overarm, positioning, retrieve, strike, teamwork, tracking
Experiences	Practise tracking and collecting a moving ball. Develop catching and underarm throwing with a partner. Explore overarm throwing challenges. Practise striking into space using a bat. Play small-sided striking and fielding games. Apply rules during mini matches and reflect on teamwork.	
SMSC	Children develop teamwork, resilience and decision-making through striking and fielding games. They learn to communicate effectively, encourage teammates and recognise that honesty, perseverance and cooperation help teams succeed.	
British Values	Individual Liberty - Making responsible decisions about when to run, throw and field during games. Mutual Respect - Demonstrating encouragement, fairness and positive sportsmanship towards teammates and opponents. Rule of Law - Following the rules of striking and fielding games fairly and safely.	
School Values	We are happy - Enjoying team games and celebrating our achievements together. We are safe - Using equipment responsibly and following the rules of the game. We enjoy a challenge - Developing our throwing, catching and striking skills through practice. We celebrate diversity - Appreciating the different strengths and contributions of every teammate. We show respect - Demonstrating fairness, encouragement and teamwork throughout games. We are ready and fit for our future - Developing communication, coordination and teamwork through physical activity.	

Summer 2		
KS1	Net and Wall Games	
	Year 1	Year 2
	L1 - How can the ready position be used to defend space? L2 - How should you return a ball with your hands? L3 - How should you play against a partner? L4 - What racket skills should be used to return a ball? L5 - What racket skills should be used to return a ball? L6 - How can you play against an opponent using a racket?	L1 - How can the ready position be used to defend space? L2 - How should you return a ball with your hands? L3 - How should you play against a partner? L4 - What racket skills should be used to return a ball? L5 - What racket skills should be used to return a ball? L6 - How can you play against an opponent using a racket?
Key Concepts to assess	L1 - Return to the ready position after each shot. L2 - Return a ball using two hands with increasing control. L3 - Rally cooperatively with a partner using hands. L4 - Hold a racket correctly and strike a ball with increasing control. L5 - Return a ball using a racket towards a target. L6 - Play a simple game against an opponent using a racket.	L1 - Use the ready position consistently to defend space and prepare for the next shot. L2 - Return a moving ball confidently using hands whilst maintaining balance and control. L3 - Sustain rallies with a partner by returning the ball accurately. L4 - Apply correct grip and racket technique to return the ball consistently. L5 - Strike the ball accurately using the racket face to direct it into space.

		L6 - Apply simple tactics by sending the ball away from an opponent during competitive games.
Vocabulary	against, defend, partner, point, quickly, receive, return, trap	Y1+ accuracy, opponent, rally, racket face, ready position, recover, target, technique
Experiences	Practise moving into the ready position. Develop returning skills using hands and rackets. Complete cooperative rally challenges with a partner. Explore striking towards targets. Play simple net and wall games against an opponent. Reflect on accuracy and tactical decision-making.	
SMSC	Children develop confidence, resilience and cooperation through net and wall games. They learn to communicate positively, respect opponents and understand that perseverance and fair play help everyone improve.	
British Values	Individual Liberty - Challenging themselves to improve their racket control and returning skills. Mutual Respect - Encouraging partners and demonstrating fairness during games. Rule of Law - Following the rules of games and keeping score honestly.	
School Values	We are happy - Enjoying racket games and celebrating improvements in our skills. We are safe - Using equipment responsibly and following safety instructions. We enjoy a challenge - Developing increasingly accurate racket and ball skills through practice. We celebrate diversity - Recognising that everyone develops sporting skills at different rates. We show respect - Demonstrating fairness, encouragement and excellent sportsmanship. We are ready and fit for our future - Developing coordination, resilience and confidence through physical activity.	

Autumn 1		
LKS2	Netball	
	Year 3	Year 4
	L1 - What is the rule for footwork? L2 - Why are different passes needed in Netball? L3 - How can you lose a defender in a game? L4 - How can you defend successfully? L5 - How can you ensure accuracy when shooting? L6 - What are the four key rules of netball?	L1 - What is the rule for footwork? L2 - Why are different passes needed in Netball? L3 - How can you lose a defender in a game? L4 - How can you defend successfully? L5 - How can you ensure accuracy when shooting? L6 - What are the four key rules of netball?
Key Concepts to assess	L1 - Demonstrate correct footwork by pivoting without moving the landing foot. L2 - Select an appropriate pass to move the ball into space. L3 - Change speed and direction to lose a defender. L4 - Stay close to an attacker and attempt to intercept passes. L5 - Demonstrate the basic shooting technique with increasing accuracy. L6 - Apply the key rules of netball during small-sided games.	L1 - Apply the footwork rule confidently whilst maintaining possession under pressure. L2 - Select and execute a range of passes to retain possession and create attacking opportunities. L3 - Create space by changing speed, direction and timing effectively. L4 - Defend successfully by marking opponents, intercepting passes and positioning effectively. L5 - Apply a consistent shooting technique to improve accuracy during gameplay.

		L6 - Apply the key rules confidently to play fairly and make effective decisions during competitive games.
Vocabulary	pass, shoot, defend, attack, space, pivot, footwork, teammate	Y3+ contact, landing foot, interception, possession, accuracy, strategy, movement, positioning
Experiences	Practise pivoting and footwork drills. Complete passing and movement activities. Play attacking and defending challenges. Develop shooting accuracy through target games. Participate in small-sided netball games. Reflect on teamwork and performance.	
SMSC	Children develop resilience, teamwork and leadership through competitive games. They learn the importance of communication, honesty and cooperation whilst recognising that success depends upon supporting others and applying the rules fairly.	
British Values	Individual Liberty - Making effective decisions when attacking and defending during games. Mutual Respect - Demonstrating good sportsmanship and encouraging teammates and opponents. Rule of Law - Applying the rules of netball fairly to ensure safe and enjoyable competition.	
School Values	We are happy - Enjoying competitive games and celebrating personal and team success. We are safe - Following the rules and using equipment safely during games. We enjoy a challenge - Developing new skills and applying them confidently in competitive situations. We celebrate diversity - Recognising and valuing the different strengths each player brings to the team. We show respect - Demonstrating fairness, teamwork and positive sportsmanship at all times. We are ready and fit for our future - Developing communication, decision-making and teamwork through sport.	

Autumn 1		
LKS2	Fitness	
	Year 3	Year 4
	L1 - What are the four components of fitness? L2 - What is strength? L3 - Why is co-ordination important when catching? L4 - How is agility important? L5 - How are static and dynamic stretches different? L6 - Why do some activities require more stamina?	L1 - What are the four components of fitness? L2 - What is strength? L3 - Why is co-ordination important when catching? L4 - How is agility important? L5 - How are static and dynamic stretches different? L6 - Why do some activities require more stamina?
Key Concepts to assess	L1 - Identify the four components of fitness and explain what each one means. L2 - Perform simple bodyweight exercises with increasing control. L3 - Coordinate movements successfully when catching. L4 - Change direction using balance and small controlled steps. L5 - Demonstrate the difference between static and dynamic balance and stretching activities. L6 - Maintain a steady pace during activities requiring stamina.	L1 - Explain how the four components of fitness contribute to improved sporting performance. L2 - Perform bodyweight strength exercises with good technique and control. L3 - Apply coordinated movements confidently when catching during game situations. L4 - Apply agility skills effectively when changing direction at speed. L5 - Explain when and why static and dynamic stretches should be used. L6 - Apply effective pacing and breathing techniques to improve stamina during sustained activity.

Vocabulary	fitness, strength, agility, balance, stamina, coordination, stretch, movement	Y3+ dynamic, static, muscular endurance, cardiovascular fitness, technique, control, recovery, performance
Experiences	Complete fitness circuits. Perform bodyweight strength exercises. Practise catching and coordination activities. Complete agility courses. Compare static and dynamic stretches. Participate in stamina challenges and reflect on personal fitness.	
SMSC	Children develop resilience and self-awareness by recognising their own strengths and areas for improvement. They understand the importance of maintaining a healthy lifestyle and encouraging others to achieve their personal best.	
British Values	Individual Liberty - Setting personal fitness goals and striving to improve performance. Mutual Respect - Encouraging and motivating others during physical activities. Rule of Law - Following agreed rules and safety expectations during exercise and fitness activities.	
School Values	We are happy - Enjoying physical activity and recognising personal achievements. We are safe - Using correct techniques and following safety instructions during exercise. We enjoy a challenge - Working hard to improve strength, agility, balance and stamina. We celebrate diversity - Recognising that everyone develops physical skills and fitness at different rates. We show respect - Supporting others and celebrating everyone's progress. We are ready and fit for our future - Developing lifelong healthy habits and understanding the importance of physical fitness.	

Autumn 2		
Hockey		
LKS2	Year 3	Year 4
	L1 - How do you perform a push pass? L2 - What is the most effective technique to receive the ball? L3 - When would you use a reverse stick? L4 - Why is it important to move into a space after passing the ball? L5 - How could timing affect your tackle? L6 - Why is it important to play to the rules?	L1 - How do you perform a push pass? L2 - What is the most effective technique to receive the ball? L3 - When would you use a reverse stick? L4 - Why is it important to move into a space after passing the ball? L5 - How could timing affect your tackle? L6 - Why is it important to play to the rules?
Key Concepts to assess	L1 - Demonstrate the correct grip and perform a push pass with increasing accuracy. L2 - Receive the ball using a controlled trapping technique. L3 - Use a reverse stick to change the direction of the ball. L4 - Move into space after passing to support teammates. L5 - Perform a simple tackle using the correct body position and stick placement. L6 - Apply the basic rules of hockey during small-sided games.	L1 - Apply an accurate push pass using correct footwork and body position. L2 - Receive and control the ball confidently whilst preparing the next action. L3 - Apply reverse stick skills effectively to retain possession and change direction. L4 - Create space through purposeful movement and support attacking play. L5 - Time tackles effectively whilst maintaining balance, control and safety. L6 - Apply attacking and defending principles confidently whilst demonstrating honesty and respect for the rules.

Vocabulary	hockey stick, pass, trap, dribble, tackle, space, receive, control	Y3+ barrier, open stick dribbling, push pass, reverse stick, rotate, tackling, trap
Experiences	Practise push passing with a partner. Develop trapping and receiving skills. Complete dribbling and reverse stick challenges. Play movement and space creation games. Practise tackling techniques safely. Participate in small-sided hockey games using attacking and defending tactics.	
SMSC	Children develop teamwork, resilience and self-discipline through competitive games. They learn that communication, cooperation and perseverance help teams to succeed whilst recognising the importance of honesty, fair play and respecting opponents.	
British Values	Individual Liberty - Making responsible decisions about when to pass, dribble or tackle during gameplay. Mutual Respect - Demonstrating fairness, encouragement and positive sportsmanship towards teammates and opponents. Rule of Law - Applying the rules of hockey consistently to ensure safe and fair competition.	
School Values	We are happy - Enjoying competitive games and celebrating improvements in our hockey skills. We are safe - Using equipment correctly and following the rules of the game. We enjoy a challenge - Developing increasingly accurate passing, dribbling and tackling skills. We celebrate diversity - Recognising and valuing the different strengths each player contributes to the team. We show respect - Demonstrating honesty, teamwork and excellent sportsmanship throughout games. We are ready and fit for our future - Developing communication, teamwork and decision-making through competitive sport.	

Autumn 2		
LKS2	Gymnastics	
	Year 3	Year 4
	L1 - How does body tension impact balance? L2 - How does technique differ between a quarter, half and full turn? L3 - What are the steps of a straddle roll? L4 - Why is momentum important for rolling? L5 - What is an inverted movement? L6 - How can a performance be made interesting?	L1 - How does body tension impact balance? L2 - How does technique differ between a quarter, half and full turn? L3 - What are the steps of a straddle roll? L4 - Why is momentum important for rolling? L5 - What is an inverted movement? L6 - How can a performance be made interesting?
Key Concepts to assess	L1 - Demonstrate body tension to improve balance and control. L2 - Perform quarter, half and full turns with increasing accuracy. L3 - Perform a straddle roll using the correct sequence of movements. L4 - Recognise how momentum helps different types of rolls. L5 - Explore simple inverted movements safely. L6 - Create a short sequence using rolls, balances and travelling movements.	L1 - Apply body tension and extension to maintain controlled balances. L2 - Perform rotation jumps confidently using quarter, half and full turns with correct technique. L3 - Perform a straddle roll fluently whilst maintaining body control throughout the movement. L4 - Apply momentum effectively to improve the quality and fluency of rolling actions. L5 - Perform inverted movements, including shoulder stands and bridges, with increasing control and confidence. L6 - Create and perform an interesting sequence with a partner, incorporating changes of level, direction, pathway, balances, rolls and inverted movements.
Vocabulary	balance, roll, sequence, momentum, rotation, turn, pathway, control	Y3+ extend, rotation, quarter turn, half turn, full turn, straddle roll, momentum, bridge, shoulder stand, inverted movement

Experiences	Practise balances using body tension. Explore quarter, half and full turn jumps. Develop straddle roll progressions. Perform shoulder stands and bridges safely. Create partner gymnastics sequences using changes of level and direction. Perform and evaluate routines with peer feedback.
SMSC	Children develop confidence, creativity and resilience through increasingly challenging gymnastics activities. They learn to evaluate their own performances, support partners positively and recognise that perseverance and practice lead to improvement.
British Values	Individual Liberty - Expressing creativity through movement whilst making responsible choices during performances. Mutual Respect - Appreciating the ideas and performances of others and providing constructive feedback. Rule of Law - Following gymnastics safety expectations and using apparatus responsibly.
School Values	We are happy - Enjoying creative movement and celebrating successful performances. We are safe - Using apparatus correctly and following gymnastics safety procedures. We enjoy a challenge - Developing increasingly complex balances, rolls and inverted movements through perseverance. We celebrate diversity - Appreciating different ideas and creative approaches to movement and performance. We show respect - Encouraging others, listening to feedback and valuing everyone's contributions. We are ready and fit for our future - Developing confidence, coordination, resilience and teamwork through gymnastics.

Spring 1		
LKS2	Golf	
	Year 3	Year 4
	L1 - How should you stand and hold the club? L2 - How can you be accurate in your hits? L3 - How can we position our hands to ensure our putting is straight? L4 - How is chipping different to putting? L5 - When is it useful to use the chipping technique? L6 - How can you hit the ball further?	L1 - How should you stand and hold the club? L2 - How can you be accurate in your hits? L3 - How can we position our hands to ensure our putting is straight? L4 - How is chipping different to putting? L5 - When is it useful to use the chipping technique? L6 - How can you hit the ball further?
Key Concepts to assess	L1 - Demonstrate the correct grip and stance when holding a golf club. L2 - Strike the ball using a smooth, controlled swing towards a target. L3 - Perform a putting stroke using the correct hand position and alignment. L4 - Explain the difference between putting and chipping and perform both techniques. L5 - Select whether to use a chip or putt depending on the distance and situation. L6 - Perform a drive using the correct swing to increase distance.	L1 - Apply the correct grip and stance consistently to improve accuracy and control. L2 - Select the appropriate force and swing technique to improve accuracy when striking the ball. L3 - Apply correct putting technique, including alignment and follow-through, to improve consistency. L4 - Perform controlled chips and putts confidently using the appropriate technique for different situations. L5 - Evaluate the playing situation and select the most effective shot to improve performance. L6 - Demonstrate an effective driving technique by applying body rotation, follow-through and controlled power.

Vocabulary	golf, club, grip, stance, swing, putt, chip, target	Y3+ putting, swing, chipping, drive, course, follow-through, alignment, technique
Experiences	Practise grip and stance drills. Complete target hitting activities. Develop putting accuracy through mini-golf challenges. Explore chipping techniques over obstacles. Practise driving for distance and accuracy. Apply skills in small golf challenges and team competitions.	
SMSC	Children develop patience, concentration and resilience by refining their golf techniques through practice. They learn that honesty, perseverance and self-control help them improve whilst respecting others and taking responsibility for their own performance.	
British Values	Individual Liberty - Making responsible decisions about shot selection and improving personal performance. Mutual Respect - Encouraging others and demonstrating honesty and good sportsmanship throughout activities. Rule of Law - Following the rules of golf and using equipment safely and responsibly.	
School Values	We are happy - Enjoying new sporting experiences and celebrating improvements in our skills. We are safe - Using equipment responsibly and following safety instructions at all times. We enjoy a challenge - Persevering to improve our accuracy, control and technique. We celebrate diversity - Recognising that everyone develops sporting skills at different rates. We show respect - Demonstrating honesty, patience and encouragement towards others. We are ready and fit for our future - Developing concentration, resilience and decision-making through sport.	

Spring 1		
LKS2	Dance	
	Year 3	Year 4
	L1 - What effect does changing the direction/pathway have on the performance? L2 - What is an action and reaction movement? L3 - How can we show relationships in dance? L4 - What type of dance is Samba? L5 - What are the dynamics of a carnival dance? L6 - What are the key dance terms of Samba?	L1 - What effect does changing the direction/pathway have on the performance? L2 - What is an action and reaction movement? L3 - How can we show relationships in dance? L4 - What type of dance is Samba? L5 - What are the dynamics of a carnival dance? L6 - What are the key dance terms of Samba?
Key Concepts to assess	L1 - Change direction and pathways to improve a dance sequence. L2 - Create simple action and reaction movements with a partner. L3 - Demonstrate different relationships, including mirroring and matching. L4 - Perform basic Samba movements with increasing confidence. L5 - Apply energetic movements and dynamics to represent carnival dance. L6 - Perform a short Samba sequence using learnt movements.	L1 - Apply purposeful changes in direction and pathways to enhance choreography. L2 - Create and perform effective action and reaction movements with a partner. L3 - Combine canon, mirroring, matching and unison to communicate relationships within dance. L4 - Explain the origins of Samba and perform key movements with rhythm and confidence. L5 - Apply energetic, lively dynamics and formations to create an authentic carnival performance. L6 - Choreograph and perform a Samba dance using formations, canon, unison and accurate Samba terminology.
Vocabulary	dance, pathway, formation, rhythm, partner, sequence, dynamics, performance	Y3+ action and reaction, relationship, Samba, Samba turn, shoulder shimmy, Samba step, canon, unison

Experiences	Explore changes in pathways and direction. Create action and reaction partner dances. Develop sequences using mirroring, matching, canon and unison. Learn Samba travelling steps and carnival movements. Choreograph group dances using formations. Perform and evaluate routines using appropriate dance vocabulary.
SMSC	Children develop confidence, creativity and cultural understanding through dance. They learn to appreciate the origins of Samba, work collaboratively with others and reflect on how communication, perseverance and teamwork contribute to successful performances.
British Values	Individual Liberty - Expressing creativity and individuality through dance and choreography. Mutual Respect - Appreciating different cultures, dance styles and the performances of others. Democracy - Working collaboratively to create, refine and perform shared dance routines.
School Values	We are happy - Enjoying creative movement and celebrating successful performances. We are safe - Using space carefully and following instructions throughout dance activities. We enjoy a challenge - Developing increasingly complex choreography and performance skills. We celebrate diversity - Appreciating different cultures, traditions and creative approaches through Samba dance. We show respect - Valuing everyone's ideas, performances and contributions. We are ready and fit for our future - Developing creativity, confidence, communication and teamwork through dance.

Spring 2		
Volleyball		
LKS2	Year 3	Year 4
	L1 - Why do we use a fast catch and volley? L2 - What is the purpose of the set shot? L3 - When would a dig be used? L4 - What is a rally? L5 - What ways can a ball be served? L6 - How can you score points during a game?	L1 - Why do we use a fast catch and volley? L2 - What is the purpose of the set shot? L3 - When would a dig be used? L4 - What is a rally? L5 - What ways can a ball be served? L6 - How can you score points during a game?
Key Concepts to assess	L1 - Catch and volley the ball using the correct ready position. L2 - Perform a set shot using the correct hand position. L3 - Demonstrate the basic dig technique to return the ball. L4 - Work with a partner to maintain a short rally. L5 - Perform an underarm serve over the net with increasing control. L6 - Apply the basic rules of volleyball during small-sided games.	L1 - Move into position quickly to catch and volley the ball with increasing control and accuracy. L2 - Perform an effective set shot using correct hand shape, body position and follow through. L3 - Apply the dig technique confidently to keep the ball in play during rallies. L4 - Sustain rallies by communicating with teammates and selecting appropriate shots. L5 - Perform a range of serves with increasing consistency and accuracy. L6 - Apply the rules and tactics of volleyball confidently to score points and maintain possession.
Vocabulary	volley, serve, set, rally, court, net, teammate, control	Y3+ court boundary, dig, rally, serve, set, set shot, volley, ready position

Experiences	Practise catching and volleying with a partner. Develop set shot and dig techniques. Complete serving accuracy challenges. Sustain rallies in pairs and small groups. Apply volleyball skills in conditioned games. Evaluate teamwork and communication during play.
SMSC	Children develop resilience, teamwork and communication through volleyball. They learn that cooperation, perseverance and encouragement help teams to succeed whilst recognising the importance of respecting others and playing fairly.
British Values	Individual Liberty - Making responsible decisions about when to serve, set or volley during gameplay. Mutual Respect - Encouraging teammates, respecting opponents and demonstrating positive sportsmanship. Rule of Law - Applying the rules of volleyball fairly and accepting decisions respectfully.
School Values	We are happy - Enjoying volleyball and celebrating improvements in our skills. We are safe - Using equipment responsibly and following the rules of the game. We enjoy a challenge - Developing increasingly accurate techniques and teamwork through practice. We celebrate diversity - Recognising the different strengths and contributions of every team member. We show respect - Demonstrating fairness, encouragement and excellent sportsmanship. We are ready and fit for our future - Developing communication, cooperation and resilience through team sport.

Spring 2		
Tag Rugby		
LKS2	Year 3	Year 4
	L1 - In what two directions can the ball be passed? L2 - What happens if you are tagged? L3 - Why is it important to be at the side or behind the ball carrier? L4 - When should you pass and when should you dodge a defender? L5 - What is a transition? L6 - How is a try scored?	L1 - In what two directions can the ball be passed? L2 - What happens if you are tagged? L3 - Why is it important to be at the side or behind the ball carrier? L4 - When should you pass and when should you dodge a defender? L5 - What is a transition? L6 - How is a try scored?
Key Concepts to assess	L1 - Pass the ball safely to the side or backwards using the correct technique. L2 - Respond correctly when tagged by stopping and passing the ball. L3 - Support the ball carrier by moving to the side or behind them. L4 - Decide whether to pass or dodge when approaching a defender. L5 - Change quickly between attacking and defending roles. L6 - Apply the basic rules of tag rugby and score a try correctly.	L1 - Pass accurately to the side or backwards whilst moving and supporting teammates. L2 - Apply the tagging rules confidently and restart play quickly after being tagged. L3 - Position effectively to support the ball carrier whilst remaining onside. L4 - Select the most effective attacking option by deciding when to pass or dodge defenders. L5 - Transition confidently between attack and defence whilst tracking the movement of the ball. L6 - Apply attacking and defending tactics confidently whilst demonstrating an understanding of tries, possession and the rules of tag rugby.
Vocabulary	pass, tag, dodge, attack, defend, try, teammate, support	Y3+ ball carrier, dodge, forward pass, onside, tagged, transition, try, possession

Experiences	Practise passing backwards whilst moving. Develop tagging and defensive drills. Complete support and positioning activities. Explore dodging techniques to evade defenders. Play small-sided tag rugby games. Apply attacking and defending tactics in competitive matches.
SMSC	Children develop resilience, teamwork and leadership through tag rugby. They learn to communicate effectively, support teammates and recognise that honesty, respect and cooperation are essential for successful team performance.
British Values	Individual Liberty - Making responsible decisions about when to pass, support or dodge defenders. Mutual Respect - Demonstrating fairness, encouragement and positive sportsmanship towards teammates and opponents. Rule of Law - Applying the rules of tag rugby fairly and respecting officials and opponents. Democracy - Working collaboratively to develop team tactics and solve problems together.
School Values	We are happy - Enjoying competitive team games and celebrating improvements in our skills. We are safe - Following the rules and using equipment responsibly throughout activities. We enjoy a challenge - Developing increasingly effective attacking and defending skills through practice. We celebrate diversity - Recognising the different strengths and contributions of every player within the team. We show respect - Demonstrating teamwork, honesty and encouragement at all times. We are ready and fit for our future - Developing leadership, communication, resilience and teamwork through competitive sport.

Summer 1		
LKS2	Athletics	
	Year 3	Year 4
	L1 - What is stamina, speed and pace and how can they be used in relation to distance? L2 - How is power and speed used when sprinting? L3 - What techniques are used when jumping for distance? L4 - How can power and technique be used when throwing for distance? L5 - What is a pull throw and how can it be used for distance and accuracy? L6 - How can officiating and performing skills be applied?	L1 - What is stamina, speed and pace and how can they be used in relation to distance? L2 - How is power and speed used when sprinting? L3 - What techniques are used when jumping for distance? L4 - How can power and technique be used when throwing for distance? L5 - What is a pull throw and how can it be used for distance and accuracy? L6 - How can officiating and performing skills be applied?
Key Concepts to assess	L1 - Run at an appropriate pace over different distances. L2 - Sprint using coordinated arm and leg action. L3 - Jump for distance using a balanced take-off and landing. L4 - Throw for distance using correct weight transfer. L5 - Perform a pull throw using the correct technique. L6 - Measure and record performances accurately during athletics activities.	L1 - Select and maintain the most effective pace to improve performance over different distances. L2 - Apply an efficient sprinting technique using powerful arm drive, stride length and coordination. L3 - Generate greater jumping distance through controlled take-off, balance and landing. L4 - Apply body rotation, weight transfer and follow through to maximise throwing distance. L5 - Perform a pull throw confidently using correct technique to improve both distance and accuracy.

		L6 - Officiate athletics events confidently, measure performances accurately and evaluate personal and team achievements.
Vocabulary	accuracy, distance, heave, launch, measure, pace, power, speed, stamina, stride	Y3+ follow through, momentum, officiate, personal best, relay, sprint, take-off, transfer of weight
Experiences	Practise pacing over different distances. Develop sprinting technique and acceleration drills. Complete jumping for distance activities. Explore throwing for distance using different implements. Measure and record performances. Officiate mini athletics events and evaluate personal bests.	
SMSC	Children develop resilience, determination and self-belief by striving to improve their personal performances. They learn to celebrate achievement, demonstrate honesty when measuring results and appreciate the value of perseverance and healthy competition.	
British Values	Individual Liberty - Setting personal goals and striving to improve athletic performance. Mutual Respect - Encouraging others and celebrating the achievements of teammates and competitors. Rule of Law - Following the rules of athletics events and officiating fairly.	
School Values	We are happy - Enjoying athletics and celebrating personal achievements. We are safe - Using equipment responsibly and following safety instructions. We enjoy a challenge - Working hard to improve our running, jumping and throwing performances. We celebrate diversity - Recognising that everyone has different athletic strengths and abilities. We show respect - Demonstrating fairness, honesty and encouragement during competition. We are ready and fit for our future - Developing resilience, determination and healthy competitive attitudes through athletics.	

Summer 1		
LKS2	Tennis	
	Year 3	Year 4
	L1 - How can a racket and ball be controlled? L2 - What is a forehand swing and when should it be used to return the ball? L3 - What is a backhand swing and when should it be used to return the ball? L4 - What techniques should be used to keep a rally going? L5 - What rules should be used to apply simple tactics? L6 - What rules should be used to manage a game?	L1 - How can a racket and ball be controlled? L2 - What is a forehand swing and when should it be used to return the ball? L3 - What is a backhand swing and when should it be used to return the ball? L4 - What techniques should be used to keep a rally going? L5 - What rules should be used to apply simple tactics? L6 - What rules should be used to manage a game?
Key Concepts to assess	L1 - Control a racket and ball using the correct grip and ready position. L2 - Perform a forehand swing to return the ball accurately. L3 - Perform a backhand swing using the correct body position. L4 - Sustain a rally with a partner using controlled shots. L5 - Apply simple tactics by hitting the ball into space.	L1 - Demonstrate consistent racket and ball control whilst maintaining the ready position. L2 - Apply an effective forehand swing using correct footwork, timing and follow through.

	L6 - Keep score and apply the basic rules of tennis during games.	L3 - Perform a confident backhand swing whilst recovering quickly to the ready position. L4 - Sustain longer rallies by selecting accurate shots and recovering effectively after each return. L5 - Apply simple tactics by directing the ball away from opponents and covering space on the court. L6 - Manage games confidently by applying the rules, keeping score accurately and demonstrating honesty and sportsmanship.
Vocabulary	compete, contact, control, court, rally, swing, receiver, alternate	Y3+ backhand, forehand, follow through, opponent, placement, ready position, recovery, tactic
Experiences	Practise racket and ball control challenges. Develop forehand and backhand techniques. Complete cooperative rally activities. Explore shot placement and movement around the court. Play competitive singles and doubles games. Keep score and evaluate tactical decisions.	
SMSC	Children develop resilience, concentration and cooperation through tennis. They learn to communicate positively, demonstrate honesty when keeping score and recognise that perseverance and thoughtful decision-making improve performance.	
British Values	Individual Liberty - Making responsible decisions about shot selection and tactics during games. Mutual Respect - Demonstrating fairness, encouragement and positive sportsmanship towards partners and opponents. Rule of Law - Applying the rules of tennis fairly and keeping score honestly.	
School Values	We are happy - Enjoying tennis and celebrating improvements in our skills. We are safe - Using equipment responsibly and following safety expectations. We enjoy a challenge - Developing increasingly accurate racket skills and tactical awareness through practice. We celebrate diversity - Appreciating the different strengths and playing styles of others. We show respect - Demonstrating fairness, encouragement and honesty throughout games. We are ready and fit for our future - Developing coordination, resilience and decision-making through competitive sport.	

Summer 2		
LKS2	Rounders	
	Year 3	Year 4
	L1 - What skills are needed to throw and catch a ball with accuracy? L2 - What skills are needed to bowl a ball? L3 - What technique is needed for batting and which part of the bat should be used? L4 - What fielding skills do we need to use in games? L5 - What tactics should be used in games? L6 - What skills and knowledge should be used to compete in a tournament?	L1 - What skills are needed to throw and catch a ball with accuracy? L2 - What skills are needed to bowl a ball? L3 - What technique is needed for batting and which part of the bat should be used? L4 - What fielding skills do we need to use in games? L5 - What tactics should be used in games? L6 - What skills and knowledge should be used to compete in a tournament?
Key Concepts to assess	L1 - Throw and catch accurately using correct body position and movement. L2 - Bowl underarm using the correct grip, step and release. L3 - Strike the ball using the middle of the bat with increasing control.	L1 - Apply accurate throwing and catching techniques whilst moving under pressure. L2 - Bowl consistently using correct technique to challenge the batter.

	L4 - Move quickly to collect and return the ball during fielding activities. L5 - Apply simple batting and fielding tactics during games. L6 - Apply the basic rules of rounders whilst participating in competitive games.	L3 - Strike the ball purposefully into space using correct batting technique and shot selection. L4 - Apply effective fielding techniques, positioning and communication to limit scoring opportunities. L5 - Select and apply effective batting and fielding tactics to improve team performance. L6 - Compete confidently in rounders tournaments by applying rules, tactics and teamwork effectively.
Vocabulary	backstop, batter, accuracy, two-handed pick up, collect, fielder	Y3+ cushion, strike, limit, no ball, positioning, release, tournament, communication
Experiences	Practise throwing and catching accuracy drills. Develop bowling technique towards a target. Explore batting using different shot placements. Complete fielding and collecting challenges. Play small-sided rounders games using attacking and defensive tactics. Participate in a mini rounders tournament and evaluate teamwork.	
SMSC	Children develop resilience, teamwork and leadership through rounders. They learn to communicate effectively, encourage teammates and recognise that success depends upon cooperation, perseverance and fair play.	
British Values	Individual Liberty - Making responsible decisions about batting, bowling and fielding during games. Mutual Respect - Demonstrating encouragement, fairness and positive sportsmanship towards teammates and opponents. Rule of Law - Applying the rules of rounders fairly and respecting officials' decisions. Democracy - Working collaboratively to develop tactics and solve challenges as a team.	
School Values	We are happy - Enjoying rounders and celebrating improvements in our performance. We are safe - Using equipment responsibly and following the rules of the game. We enjoy a challenge - Developing increasingly effective batting, bowling and fielding skills through practice. We celebrate diversity - Recognising the different strengths and contributions of every player within the team. We show respect - Demonstrating honesty, teamwork and encouragement throughout games. We are ready and fit for our future - Developing communication, resilience and teamwork through competitive sport.	

Summer 2		
LKS2	O.A.A. (Outdoor Adventurous Activities)	
	Year 3	Year 4
	L1 - What are teamwork and cooperation skills and how can they be used? L2 - How do you orientate a map and navigate a grid? L3 - Why should you observe, listen and follow instructions? L4 - How can map-reading skills and teamwork be used to navigate and solve problems? L5 - How can you identify, draw and follow a simple map? L6 - How can you orientate and navigate a map to follow a route using simple directions?	L1 - What are teamwork and cooperation skills and how can they be used? L2 - How do you orientate a map and navigate a grid? L3 - Why should you observe, listen and follow instructions? L4 - How can map-reading skills and teamwork be used to navigate and solve problems? L5 - How can you identify, draw and follow a simple map? L6 - How can you orientate and navigate a map to follow a route using simple directions?

Key Concepts to assess	L1 - Work cooperatively by sharing ideas and supporting teammates. L2 - Orientate a map correctly and follow simple directions. L3 - Listen carefully and follow instructions during team challenges. L4 - Communicate clearly whilst solving map-based problems. L5 - Identify simple map symbols and use a key correctly. L6 - Follow a simple route using a map and basic navigation skills.	L1 - Collaborate effectively by taking responsibility for a role within a team. L2 - Orientate and navigate confidently using maps, grids and directional language. L3 - Demonstrate active listening and communicate clearly to solve increasingly complex challenges. L4 - Apply map-reading skills and teamwork to plan and complete navigation tasks successfully. L5 - Draw, interpret and follow simple maps using keys, symbols and accurate vocabulary. L6 - Navigate a planned route confidently whilst demonstrating leadership, communication and problem-solving skills.
Vocabulary	collaborate, communicate, instructions, key, orientate	Y3+ navigate, solve, role, leader, symbol, grid reference, route, teamwork
Experiences	Complete team-building challenges. Orientate and follow maps around the school grounds. Solve navigation problems using teamwork. Identify and use map symbols and keys. Create and follow simple maps. Complete an orienteering course using clear communication and problem-solving.	
SMSC	Children develop resilience, leadership and cooperation through outdoor adventurous activities. They learn to communicate effectively, value the ideas of others and recognise that successful problem-solving depends upon teamwork, perseverance and mutual support.	
British Values	Individual Liberty - Taking responsibility for decisions and contributing confidently to team challenges. Mutual Respect - Listening to others, valuing different ideas and supporting teammates throughout activities. Democracy - Working collaboratively to make decisions and agree strategies as a group. Rule of Law - Following agreed rules, instructions and safety procedures during outdoor activities.	
School Values	We are happy - Enjoying outdoor learning and celebrating successful teamwork. We are safe - Following instructions carefully and assessing risks responsibly during activities. We enjoy a challenge - Solving increasingly complex problems through perseverance and teamwork. We celebrate diversity - Valuing different ideas, strengths and approaches when working together. We show respect - Listening to others, encouraging teammates and working cooperatively. We are ready and fit for our future - Developing leadership, communication, resilience and problem-solving skills for life.	

Autumn 1		
Badminton		
UKS2	Year 5	Year 6
	L1 - When should you use forehand and backhand grip? L2 - Why is it important to be ready at the centre of the court? L3 - Where must the racket be when serving? L4 - How can we make the game more challenging for our opponent? L5 - When would we use a backhand shot? L6 - What tactics help to win a game?	L1 - When should you use forehand and backhand grip? L2 - Why is it important to be ready at the centre of the court? L3 - Where must the racket be when serving? L4 - How can we make the game more challenging for our opponent? L5 - When would we use a backhand shot? L6 - What tactics help to win a game?

Key Concepts to assess	L1 - Demonstrate the correct forehand and backhand grip during rallies. L2 - Return to the ready position at the centre of the court after each shot. L3 - Perform forehand and backhand serves using the correct technique. L4 - Place the shuttlecock into space to make it difficult for an opponent to return. L5 - Select an appropriate backhand shot during game situations. L6 - Apply simple tactics to improve performance during rallies and games.	L1 - Select and apply the appropriate grip confidently to improve shot accuracy and control. L2 - Maintain an effective ready position to anticipate and respond quickly to play. L3 - Perform accurate forehand and backhand serves with control, consistency and appropriate force. L4 - Apply attacking tactics by placing the shuttlecock strategically to outwit opponents. L5 - Select and execute the most effective backhand shot confidently during competitive play. L6 - Evaluate and apply a range of tactics to improve performance and win points consistently.
Vocabulary	racket, shuttlecock, serve, rally, forehand, backhand, court, grip	Y5+ chasse, underarm backhand clear, overhead backhand clear, placement, anticipation, strategy, consistency, recovery
Experiences	Practise forehand and backhand grips. Complete serving challenges. Develop rallies with a partner. Play target games using shot placement. Apply tactics in conditioned games. Participate in competitive badminton matches.	
SMSC	Children develop resilience, honesty and self-discipline by improving their racket skills through practice. They learn that success comes through perseverance, thoughtful decision-making and respecting opponents during competitive play.	
British Values	Individual Liberty - Selecting the most effective shots and tactics to improve personal performance. Mutual Respect - Demonstrating honesty, fairness and sportsmanship towards teammates and opponents. Rule of Law - Applying the rules of badminton consistently to ensure fair and enjoyable competition.	
School Values	We are happy - Enjoying rallies and celebrating improvements in our performance. We are safe - Using equipment correctly and maintaining safe distances during play. We enjoy a challenge - Developing increasingly accurate shots and tactical awareness. We celebrate diversity - Recognising that different playing styles and strengths contribute to success. We show respect - Demonstrating fairness, honesty and encouragement throughout games. We are ready and fit for our future - Developing resilience, coordination and strategic thinking through competitive sport.	

Autumn 1		
UKS2	Netball	
	Year 5	Year 6
	L1 - How do chest pass and shoulder pass differ? L2 - Why is it important to create space? L3 - Why is it important to be able to change quickly from defence to attack? L4 - Why is it better to mark ballside? L5 - Why should the ball be kept high when shooting? L6 - Why is it important to know the areas and lines of a court?	L1 - How do chest pass and shoulder pass differ? L2 - Why is it important to create space? L3 - Why is it important to be able to change quickly from defence to attack? L4 - Why is it better to mark ballside? L5 - Why should the ball be kept high when shooting? L6 - Why is it important to know the areas and lines of a court?

Key Concepts to assess	L1 - Select the appropriate pass for different distances. L2 - Move into space to receive the ball and support teammates. L3 - Change quickly from defending to attacking when possession changes. L4 - Demonstrate effective marking by staying between the attacker and the ball. L5 - Apply the correct shooting technique with increasing accuracy. L6 - Identify the main areas and lines of a netball court during gameplay.	L1 - Select and execute the most effective pass confidently under pressure. L2 - Create and exploit space using purposeful movement and communication. L3 - Transition rapidly between attack and defence to maintain possession and prevent scoring opportunities. L4 - Apply effective defensive positioning by marking ballside and intercepting passes. L5 - Demonstrate consistent shooting technique and decision-making to increase scoring opportunities. L6 - Apply knowledge of court markings, positions and rules confidently during competitive games..
Vocabulary	pass, defend, attack, shoot, space, intercept, teammate, goal	Y5+ ballside, obstruction, shooting semi-circle, centre third, goal third, back line, side line, third line, centre circle
Experiences	Practise chest and shoulder passing. Complete movement and space creation drills. Play attacking and defending challenges. Develop shooting accuracy through target practices. Apply tactics during small-sided games. Officiate and evaluate netball matches.	
SMSC	Children develop resilience, leadership and teamwork through competitive games. They learn to communicate effectively, respect officials and opponents, and understand that success depends upon cooperation, fair play and thoughtful decision-making.	
British Values	Individual Liberty - Making responsible decisions when attacking, defending and creating space. Mutual Respect - Demonstrating positive sportsmanship, teamwork and respect for opponents and officials. Rule of Law - Applying the rules of netball fairly and accepting decisions respectfully.	
School Values	We are happy - Enjoying competitive sport and celebrating individual and team achievements. We are safe - Following the rules and using equipment responsibly throughout games. We enjoy a challenge - Developing tactical awareness and applying increasingly advanced netball skills. We celebrate diversity - Valuing the different strengths and contributions of every player within the team. We show respect - Working cooperatively, communicating positively and demonstrating excellent sportsmanship. We are ready and fit for our future - Developing leadership, teamwork, resilience and strategic thinking through competitive sport.	

Autumn 2		
Volleyball		
UKS2	Year 5	Year 6
	L1 - What is catching in 'set' and why is it important? L2 - What is the purpose of the set shot? L3 - What is a dig and when is it used? L4 - What makes a successful rally? L5 - What makes a successful serve? L6 - What tactics can we use to help us win a game?	L1 - What is catching in 'set' and why is it important? L2 - What is the purpose of the set shot? L3 - What is a dig and when is it used? L4 - What makes a successful rally? L5 - What makes a successful serve? L6 - What tactics can we use to help us win a game?

Key Concepts to assess	L1 - Demonstrate the correct body position and hand placement for a set. L2 - Perform a set shot with increasing control and accuracy. L3 - Demonstrate the correct technique for a dig using forearms and body position. L4 - Work with teammates to maintain a rally using controlled shots. L5 - Perform an underarm serve with increasing consistency. L6 - Apply simple attacking and defending tactics during competitive games.	L1 - Apply the correct setting technique confidently to prepare attacking opportunities. L2 - Perform accurate set shots whilst moving into position and supporting teammates. L3 - Apply an effective dig using correct body alignment and controlled movement to keep the ball in play. L4 - Sustain rallies by selecting the most appropriate shot and communicating effectively with teammates. L5 - Perform a controlled serve consistently, varying placement to challenge opponents. L6 - Evaluate and apply a range of tactical decisions to improve team performance during competitive games.
Vocabulary	serve, set, dig, rally, volley, court, teammate, net	Y5+ court boundary, dig, rally, serve, set, set shot, volley, rotation
Experiences	Practise setting and volleying with a partner. Develop digging techniques using different ball heights. Complete serving accuracy challenges. Sustain rallies with teammates. Apply attacking and defending tactics in conditioned games. Officiate and evaluate volleyball matches.	
SMSC	Children develop resilience, teamwork and communication through cooperative and competitive volleyball activities. They learn the importance of perseverance, trust and supporting teammates whilst recognising that success depends upon collaboration and positive decision-making.	
British Values	Individual Liberty - Making responsible decisions about shot selection and tactics during gameplay. Mutual Respect - Encouraging teammates, respecting opponents and demonstrating excellent sportsmanship. Rule of Law - Applying the rules of volleyball fairly and accepting decisions respectfully. Democracy - Working collaboratively to develop tactics and solve problems as a team.	
School Values	We are happy - Enjoying competitive games and celebrating improvements in our volleyball skills. We are safe - Using equipment responsibly and following the rules of the game. We enjoy a challenge - Developing increasingly accurate techniques and tactical awareness. We celebrate diversity - Recognising and valuing the different strengths each player brings to the team. We show respect - Demonstrating honesty, teamwork and positive sportsmanship throughout games. We are ready and fit for our future - Developing leadership, communication and teamwork through competitive sport.	

Autumn 2		
Gymnastics		
UKS2	Year 5	Year 6
	L1 - How can we support the development of a backward roll? L2 - How do counterbalance and counter tension differ? L3 - How can we progress the inverted movement of a handstand? L4 - How can we link inverted movements? L5 - What is the technique for performing a vault? L6 - How can formations impact performance	L1 - How can we support the development of a backward roll? L2 - How do counterbalance and counter tension differ? L3 - How can we progress the inverted movement of a handstand? L4 - How can we link inverted movements? L5 - What is the technique for performing a vault? L6 - How can formations impact performance

Key Concepts to assess	L1 - Demonstrate the progressions needed to develop a backward roll. L2 - Perform simple counterbalance and counter tension activities safely with a partner. L3 - Develop controlled inverted movements, including handstand progressions. L4 - Link inverted movements into a simple gymnastics sequence. L5 - Perform the basic technique for a vault using apparatus safely. L6 - Create a group sequence using simple formations and apparatus.	L1 - Perform backward rolls with increasing fluency by applying appropriate progressions and evaluating performance. L2 - Apply counterbalance and counter tension confidently to create controlled partner balances. L3 - Perform inverted movements, including handstands, with increasing control, body tension and alignment. L4 - Create and perform a sequence incorporating multiple inverted movements with smooth transitions. L5 - Demonstrate effective vaulting technique using correct hand placement, body position and controlled flight. L6 - Create and perform an engaging group sequence using contrasting formations, canon, synchronisation and apparatus effectively.
Vocabulary	balance, roll, sequence, partner, apparatus, control, formation, vault	Y5+ apparatus, counter tension, counterbalance, flights, formations, progression, synchronisation, canon
Experiences	Practise backward roll progressions. Explore counterbalance and counter tension with a partner. Develop handstand progressions safely. Link inverted movements into sequences. Practise vaulting using apparatus. Create and perform group gymnastics routines using formations and synchronisation.	
SMSC	Children develop confidence, resilience and leadership through increasingly challenging gymnastics activities. They learn to trust their partners, communicate effectively and reflect on their performances whilst recognising the importance of perseverance, creativity and mutual support.	
British Values	Individual Liberty - Expressing creativity through movement whilst making responsible choices during performances. Mutual Respect - Valuing the ideas, performances and contributions of others whilst providing constructive feedback. Rule of Law - Following gymnastics safety expectations and using apparatus responsibly. Democracy - Working collaboratively to plan, refine and perform group sequences.	
School Values	We are happy - Enjoying creative movement and celebrating successful performances. We are safe - Using apparatus correctly and following gymnastics safety procedures. We enjoy a challenge - Developing increasingly complex rolls, balances, vaults and inverted movements through perseverance. We celebrate diversity - Appreciating different ideas, creative approaches and individual strengths within group performances. We show respect - Listening to others, supporting teammates and valuing everyone's contributions. We are ready and fit for our future - Developing confidence, resilience, creativity, leadership and teamwork through gymnastics.	

Spring 1		
UKS2	Hockey	
	Year 5	Year 6
	L1 - What strategies can be used to beat a defender?	L1 - What strategies can be used to beat a defender?

	L2 - How is a push pass performed? L3 - How can the ball be received with control? L4 - Why is it important to move into a space when attacking? L5 - How and when should a block tackle be used? L6 - What happens if a player makes an error with the ball?	L2 - How is a push pass performed? L3 - How can the ball be received with control? L4 - Why is it important to move into a space when attacking? L5 - How and when should a block tackle be used? L6 - What happens if a player makes an error with the ball?
Key Concepts to assess	L1 - Use changes of speed and direction to beat a defender. L2 - Perform a push pass with increasing accuracy and control. L3 - Receive and trap the ball using the forehand and correct body position. L4 - Move into space to support attacking play and retain possession. L5 - Apply jab and open stick tackles safely during game situations. L6 - Understand turnovers and apply the rules fairly during competitive games.	L1 - Select and apply the most effective dribbling strategy to beat defenders under pressure. L2 - Execute accurate push passes consistently whilst moving and supporting teammates. L3 - Receive the ball confidently using controlled forehand trapping and prepare the next action quickly. L4 - Create attacking opportunities by moving purposefully into space and selecting effective passing options. L5 - Apply jab and open stick tackles confidently, selecting the appropriate technique for different situations. L6 - Officiate and play competitive games confidently by applying the rules accurately and responding positively to turnovers and refereeing decisions.
Vocabulary	hockey, pass, dribble, tackle, receive, trap, attack, defend	Y5+ forehand, jab stick tackle, open stick tackle, error, turnover, push pass, reverse stick, possession
Experiences	Practise dribbling to beat defenders. Develop push passing and receiving drills. Explore forehand trapping techniques. Complete attacking and defending scenarios. Practise jab and open stick tackling safely. Officiate and participate in competitive hockey matches.	
SMSC	Children develop resilience, leadership and teamwork through competitive hockey. They learn to communicate effectively, respect officials and make responsible decisions whilst recognising that success depends upon cooperation, perseverance and fair play.	
British Values	Individual Liberty - Making responsible decisions about passing, dribbling and tackling during gameplay. Mutual Respect - Demonstrating honesty, encouragement and positive sportsmanship towards teammates, opponents and officials. Rule of Law - Applying the rules of hockey fairly and respecting referees' decisions. Democracy - Working collaboratively to develop tactics and solve problems as a team.	
School Values	We are happy - Enjoying competitive hockey and celebrating improvements in our performance. We are safe - Using equipment responsibly and following the rules of the game. We enjoy a challenge - Developing increasingly advanced hockey skills and tactical awareness. We celebrate diversity - Recognising the different strengths and contributions of every player within the team. We show respect - Demonstrating fairness, teamwork and respect for teammates, opponents and officials. We are ready and fit for our future - Developing leadership, resilience, communication and teamwork through competitive sport.	

Spring 1		
Dance		
UKS2	Year 5	Year 6
	L1 - Why is keeping rhythm important in stamp and clap performances?	L1 - Why is keeping rhythm important in stamp and clap performances?

	L2 - What four areas form the basis of dance? L3 - How can the dynamics of different sounds be portrayed through actions? L4 - What is Bhangra dance? L5 - What formations are used in traditional Bhangra dancing? L6 - What makes an effective Bhangra performance?	L2 - What four areas form the basis of dance? L3 - How can the dynamics of different sounds be portrayed through actions? L4 - What is Bhangra dance? L5 - What formations are used in traditional Bhangra dancing? L6 - What makes an effective Bhangra performance?
Key Concepts to assess	L1 - Perform rhythmic stamp and clap sequences with increasing confidence and accuracy. L2 - Identify and apply the four areas of dance: actions, dynamics, space and relationships. L3 - Create movements that reflect different sounds and dynamics. L4 - Perform basic Bhangra motifs with rhythm and coordination. L5 - Work with others to create formations using Bhangra movements. L6 - Perform a group Bhangra dance using learnt motifs and clear structure.	L1 - Perform complex rhythmic stamp and clap sequences confidently whilst maintaining timing and coordination. L2 - Choreograph dance phrases that combine actions, dynamics, space and relationships effectively. L3 - Apply contrasting dynamics purposefully to communicate mood and meaning through movement. L4 - Explain the origins and characteristics of Bhangra whilst performing authentic motifs confidently. L5 - Create effective formations and transitions to enhance a group Bhangra performance. L6 - Choreograph, perform and evaluate a structured Bhangra dance fluently using appropriate dance terminology and constructive feedback.
Vocabulary	dance, rhythm, dynamics, formation, motif, performance, choreography, space	Y5+ Bhangra, motif, structure, roll and star, choreograph, contrast, fluently, relationships
Experiences	Create rhythmic stamp and clap sequences. Explore actions, dynamics, space and relationships. Develop movements to match different sounds. Learn traditional Bhangra motifs and travelling patterns. Choreograph group dances using formations and changes of direction. Perform and evaluate routines using appropriate dance vocabulary.	
SMSC	Children develop confidence, creativity and cultural awareness through dance. They learn to appreciate the traditions of Bhangra, collaborate respectfully with others and recognise that successful performances depend upon teamwork, communication and perseverance.	
British Values	Individual Liberty - Expressing creativity and individuality through choreography and performance. Mutual Respect - Appreciating different cultures, traditions and the creative ideas of others. Democracy - Working collaboratively to create, refine and perform shared dance routines. Rule of Law - Following agreed expectations to rehearse and perform safely and respectfully.	
School Values	We are happy - Enjoying creative movement and celebrating successful performances. We are safe - Using space responsibly and following instructions throughout dance activities. We enjoy a challenge - Developing increasingly complex choreography and performance skills through practice. We celebrate diversity - Appreciating different cultures and traditions through Bhangra dance. We show respect - Valuing everyone's ideas, performances and contributions whilst encouraging others. We are ready and fit for our future - Developing confidence, creativity, communication and teamwork through dance.	

Spring 2	
UKS2	Tag Rugby

	Year 5	Year 6
	L1 - What position is needed for an effective dodge? L2 - How can you support the ball carrier as an attacking player? L3 - What are the rules of being tagged/tagging? L4 - How can you beat a defender? L5 - How does your play change when you have/do not have possession of the ball? L6 - Which tactics are most successful in a game?	L1 - What position is needed for an effective dodge? L2 - How can you support the ball carrier as an attacking player? L3 - What are the rules of being tagged/tagging? L4 - How can you beat a defender? L5 - How does your play change when you have/do not have possession of the ball? L6 - Which tactics are most successful in a game?
Key Concepts to assess	L1 - Use changes of speed and direction to dodge defenders and move into space. L2 - Support the ball carrier by moving into effective attacking positions. L3 - Apply the rules of tagging and respond correctly when tagged. L4 - Beat a defender by selecting the appropriate running or passing option. L5 - Transition quickly between attack and defence when possession changes. L6 - Apply simple attacking and defensive tactics during competitive games.	L1 - Select and apply the most effective dodging technique to beat defenders under pressure. L2 - Communicate effectively and support the ball carrier by creating space and providing passing options. L3 - Demonstrate leadership by applying tagging rules accurately and making quick decisions during gameplay. L4 - Evaluate defenders' positioning and choose whether to pass, run or dodge to retain possession. L5 - Transition confidently between attack and defence whilst organising teammates and maintaining team shape. L6 - Evaluate and apply a range of attacking and defensive tactics to improve team performance during competitive games.
Vocabulary	tag, dodge, pass, support, attack, defend, possession, try	Y3+ concede, formation, offside, tournament, try line, turnover, transition, ball carrier
Experiences	Practise dodging and evasion drills. Develop passing and support play. Explore attacking and defensive positioning. Complete transition games. Play conditioned tag rugby matches. Evaluate tactics and teamwork during competitive games.	
SMSC	Children develop resilience, leadership and teamwork through tag rugby. They learn to communicate effectively, make responsible decisions under pressure and appreciate that success depends upon cooperation, respect and fair play.	
British Values	Individual Liberty - Making responsible decisions about when to run, pass or dodge during gameplay. Mutual Respect - Demonstrating honesty, teamwork and positive sportsmanship towards teammates, opponents and officials. Rule of Law - Applying the rules of tag rugby fairly and respecting referees' decisions. Democracy - Working collaboratively to develop team tactics and solve problems together.	
School Values	We are happy - Enjoying competitive team games and celebrating improvements in our performance. We are safe - Following the rules and using equipment responsibly throughout activities. We enjoy a challenge - Developing increasingly advanced attacking and defending skills through practice. We celebrate diversity - Recognising the different strengths and contributions of every player within the team. We show respect - Demonstrating honesty, teamwork and respect for teammates, opponents and officials. We are ready and fit for our future - Developing leadership, resilience, communication and teamwork through competitive sport.	

Spring 2		
UKS2	Yoga	
	Year 5	Year 6
	L1 - What does 'sun salutation' help to develop? L2 - What are three poses that develop strength? L3 - Why is challenge of pose important? L4 - How can breathing be used to help your mood? L5 - How can you create stability in flow? L6 - How has yoga made you feel?	L1 - What does 'sun salutation' help to develop? L2 - What are three poses that develop strength? L3 - Why is challenge of pose important? L4 - How can breathing be used to help your mood? L5 - How can you create stability in flow? L6 - How has yoga made you feel?
Key Concepts to assess	L1 - Perform a sun salutation sequence using controlled breathing. L2 - Demonstrate yoga poses that develop strength and stability. L3 - Attempt increasingly challenging poses whilst maintaining balance and control. L4 - Use breathing techniques to improve focus and emotional wellbeing. L5 - Link yoga poses together smoothly to create a simple flow. L6 - Reflect on how yoga improves physical and emotional wellbeing.	L1 - Perform a fluent sun salutation sequence using coordinated breathing and movement. L2 - Create a strength flow by linking challenging poses with precision and control. L3 - Demonstrate advanced balance and control by selecting and performing increasingly challenging poses. L4 - Apply breathing techniques purposefully to improve concentration, relaxation and emotional regulation. L5 - Create and perform individual and partner yoga flows demonstrating stability, flexibility and controlled transitions. L6 - Evaluate the impact of yoga on physical fitness and mental wellbeing whilst creating an individual flow that demonstrates control, balance and technique.
Vocabulary	yoga, pose, breathing, balance, flexibility, flow, stretch, wellbeing	Y5+ dolphin breath, individual flow, partner flow, strength flow, sun salutation, stability, transition, technique
Experiences	Practise sun salutation sequences. Develop strength and balance poses. Explore breathing techniques for relaxation and focus. Create partner yoga flows. Design individual yoga routines. Reflect on the physical and emotional benefits of yoga.	
SMSC	Children develop self-awareness, resilience and emotional wellbeing through yoga. They learn how controlled breathing, reflection and perseverance can improve both physical and mental health whilst recognising the importance of mindfulness, respect and self-care.	
British Values	Individual Liberty - Taking responsibility for personal wellbeing through movement, breathing and reflection. Mutual Respect - Respecting others' personal space, abilities and contributions during partner work. Rule of Law - Following instructions carefully to perform yoga safely and correctly.	
School Values	We are happy - Enjoying calm, mindful activities that promote physical and emotional wellbeing. We are safe - Using space responsibly and performing movements with control. We enjoy a challenge - Developing increasingly complex yoga poses, balance and flexibility through perseverance. We celebrate diversity - Recognising that everyone develops strength, flexibility and wellbeing at different rates. We show respect - Supporting others, respecting personal space and valuing everyone's achievements. We are ready and fit for our future - Developing lifelong habits that support physical health, emotional wellbeing and resilience.	

Summer 1		
UKS2	Golf	
	Year 5	Year 6
	L1 - What technique can you use for hitting accurately over a short distance? L2 - What technique should you use for hitting over a short distance? L3 - How should you select and apply skills for a short game? L4 - How should you develop the technique for a long game? L5 - How should you develop the appropriate shot for a situation? L6 - How can you use your knowledge of rules and skills to design and compete in a tournament?	L1 - What technique can you use for hitting accurately over a short distance? L2 - What technique should you use for hitting over a short distance? L3 - How should you select and apply skills for a short game? L4 - How should you develop the technique for a long game? L5 - How should you develop the appropriate shot for a situation? L6 - How can you use your knowledge of rules and skills to design and compete in a tournament?
Key Concepts to assess	L1 - Demonstrate the correct stance, grip and putting technique over short distances. L2 - Strike the ball accurately using a controlled chip shot. L3 - Select the appropriate short-game shot for different situations. L4 - Develop a controlled long game swing using correct body position. L5 - Select the most effective shot based on distance and obstacles. L6 - Apply the rules of golf confidently during competitive play.	L1 - Apply accurate putting technique by aligning the body and controlling the pace of the stroke. L2 - Perform controlled chip shots using effective swing mechanics and follow through. L3 - Evaluate the playing situation and select the most effective short-game shot. L4 - Execute long game shots confidently using balance, body rotation and controlled power. L5 - Adapt shot selection strategically by considering hazards, distance and course layout. L6 - Design, officiate and compete in a golf tournament whilst applying rules, tactics and leadership effectively.
Vocabulary	align, angle, chip, drive, force, grip, par, putt, shot, stance	Y5+ follow through, hazard, obstacle, placement, precision, strategy, tournament, trajectory
Experiences	Practise putting accuracy challenges. Develop chip and drive techniques using different targets. Explore shot selection around obstacles. Complete long game distance activities. Design golf holes with hazards. Participate in a mini golf tournament and evaluate performance.	
SMSC	Children develop patience, concentration and resilience through golf. They learn to make thoughtful decisions, demonstrate honesty and recognise that perseverance and self-discipline help improve performance.	
British Values	Individual Liberty - Making responsible decisions about shot selection and improving personal performance. Mutual Respect - Demonstrating honesty, encouragement and positive sportsmanship towards others. Rule of Law - Applying the rules of golf fairly and using equipment safely and responsibly. Democracy - Working collaboratively to design courses and organise tournaments.	
School Values	We are happy - Enjoying new sporting experiences and celebrating improvements in our skills. We are safe - Using equipment responsibly and following safety instructions at all times. We enjoy a challenge - Developing increasingly advanced golfing techniques through practice. We celebrate diversity - Recognising that everyone develops sporting skills at different rates. We show respect - Demonstrating honesty, patience and encouragement towards others. We are ready and fit for our future - Developing concentration, resilience and decision-making through sport.	

Summer 1		
UKS2	Athletics	
	Year 5	Year 6
	L1 - How can you apply different speeds over varying distances using pace? L2 - How can you develop fluency and co-ordination when running for speed? L3 - How can you develop technique in relay changeovers? L4 - How can you build momentum and power in the triple jump? L5 - How can you develop throwing with force for longer distances? L6 - How can you develop skills in throwing with greater control and technique?	L1 - How can you apply different speeds over varying distances using pace? L2 - How can you develop fluency and co-ordination when running for speed? L3 - How can you develop technique in relay changeovers? L4 - How can you build momentum and power in the triple jump? L5 - How can you develop throwing with force for longer distances? L6 - How can you develop skills in throwing with greater control and technique?
Key Concepts to assess	L1 - Select an appropriate pace for different running events. L2 - Sprint using coordinated arm action, stride length and balance. L3 - Perform relay baton changeovers using the correct technique. L4 - Apply the correct sequence for the triple jump. L5 - Throw for distance using body rotation and weight transfer. L6 - Throw with increasing control using the correct technique.	L1 - Evaluate and maintain the most effective pace to maximise performance over varying distances. L2 - Demonstrate fluent sprinting technique using powerful arm drive, efficient stride length and coordination. L3 - Execute relay changeovers confidently using effective communication and precise baton exchanges. L4 - Generate maximum momentum and power during the triple jump through correct sequencing and technique. L5 - Apply advanced throwing techniques using force, body rotation and weight transfer to maximise distance. L6 - Refine throwing technique to improve consistency, accuracy and control across different athletic events.
Vocabulary	approach, changeover, dominant, force, momentum, stamina, stride, technique, consistent	Y5+ acceleration, baton exchange, explosive power, follow through, pace, personal best, release, transfer of weight
Experiences	Practise pacing over different distances. Develop sprinting and relay changeover drills. Explore triple jump progressions. Complete throwing activities using different implements. Measure and record personal bests. Participate in competitive athletics events and evaluate performances.	
SMSC	Children develop resilience, determination and self-belief by striving to improve personal performances. They learn to set goals, evaluate progress and recognise that commitment, perseverance and honesty contribute to sporting success.	
British Values	Individual Liberty - Setting personal goals and striving to improve athletic performance. Mutual Respect - Encouraging others and celebrating the achievements of teammates and competitors. Rule of Law - Following the rules of athletics events and officiating fairly. Democracy - Supporting teammates and making collaborative decisions during relay events and team competitions.	
School Values	We are happy - Enjoying athletics and celebrating personal and team achievements. We are safe - Using equipment responsibly and following safety procedures throughout activities. We enjoy a challenge - Working hard to improve our running, jumping and throwing performances. We celebrate diversity - Recognising that everyone has different athletic strengths and abilities. We show respect - Demonstrating fairness, honesty and encouragement during competition. We are ready and fit for our future - Developing resilience, leadership and determination through athletics.	

Summer 2		
UKS2	Tennis	
	Year 5	Year 6
	L1 - How can we determine the placement of the ball using the forehand swing? L2 - How can we determine the placement of the ball using the backhand swing? L3 - How do you volley the ball and when should you use it? L4 - How can tactics be employed when playing with a partner? L5 - How can the ball be served accurately and consistently using the underarm technique? L6 - What rules, skills and principles need to be applied when playing with an opponent?	L1 - How can we determine the placement of the ball using the forehand swing? L2 - How can we determine the placement of the ball using the backhand swing? L3 - How do you volley the ball and when should you use it? L4 - How can tactics be employed when playing with a partner? L5 - How can the ball be served accurately and consistently using the underarm technique? L6 - What rules, skills and principles need to be applied when playing with an opponent?
Key Concepts to assess	L1 - Perform a forehand shot using correct racket angle and follow through to direct the ball. L2 - Demonstrate a controlled backhand shot using the correct body position and racket face. L3 - Perform a volley using a short controlled action at the net. L4 - Work cooperatively with a partner using doubles tactics to cover the court. L5 - Perform an accurate underarm serve using the correct technique. L6 - Apply the rules of tennis confidently during competitive games.	L1 - Apply an accurate forehand stroke to place the ball into space and apply pressure to an opponent. L2 - Perform a consistent backhand shot using correct footwork, timing and recovery to the ready position. L3 - Select and apply volleys appropriately during rallies to gain an attacking advantage. L4 - Evaluate and apply doubles tactics by communicating effectively and covering court space efficiently. L5 - Deliver consistent underarm serves with accurate placement and controlled power. L6 - Officiate and compete confidently by applying tennis rules, tactics and scoring accurately throughout competitive matches.
Vocabulary	abide, doubles, limit, officiant, placement, recover, serve, service, stance, volley	Y5+ anticipation, follow through, placement, rally, recovery, strategy, tournament, trajectory
Experiences	Practise forehand and backhand placement drills. Develop volleying techniques at the net. Explore doubles positioning and teamwork. Complete serving accuracy challenges. Play competitive singles and doubles matches. Officiate games and evaluate tactical decisions.	
SMSC	Children develop resilience, concentration and teamwork through tennis. They learn to communicate effectively, demonstrate honesty when officiating and recognise that perseverance and thoughtful decision-making improve both individual and team performance.	
British Values	Individual Liberty - Making responsible decisions about shot selection and tactics during competitive play. Mutual Respect - Demonstrating fairness, encouragement and positive sportsmanship towards partners, opponents and officials. Rule of Law - Applying the rules of tennis fairly and keeping score honestly. Democracy - Working collaboratively with a partner to make tactical decisions during doubles play.	
School Values	We are happy - Enjoying tennis and celebrating improvements in our performance. We are safe - Using equipment responsibly and following safety expectations throughout activities. We enjoy a challenge - Developing increasingly advanced racket skills and tactical awareness through practice. We celebrate diversity - Appreciating different playing styles and recognising the strengths of others.	

	We show respect - Demonstrating honesty, fairness and encouragement throughout games. We are ready and fit for our future - Developing resilience, concentration, communication and decision-making through competitive sport.
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Summer 2		
UKS2	Rounders	
	Year 5	Year 6
	L1 - How can you throw and catch the ball under pressure? L2 - How can you bowl accurately and effectively under pressure? L3 - How can you strike a bowled ball with increased consistency? L4 - How can you use effective fielding techniques appropriate for a situation? L5 - How can tactics be applied in a game? L6 - What skills and knowledge should be applied in a tournament?	L1 - How can you throw and catch the ball under pressure? L2 - How can you bowl accurately and effectively under pressure? L3 - How can you strike a bowled ball with increased consistency? L4 - How can you use effective fielding techniques appropriate for a situation? L5 - How can tactics be applied in a game? L6 - What skills and knowledge should be applied in a tournament?
Key Concepts to assess	L1 - Throw and catch accurately whilst moving under pressure. L2 - Bowl consistently using correct technique and control. L3 - Strike a bowled ball with increasing consistency and accuracy. L4 - Select appropriate fielding techniques to prevent runs. L5 - Apply simple batting and fielding tactics during games. L6 - Apply the rules of rounders confidently during tournament play.	L1 - Apply accurate throwing and catching techniques under pressure whilst making quick decisions. L2 - Bowl accurately and consistently to challenge the batter using correct technique. L3 - Strike the ball purposefully into space by selecting the most effective batting technique. L4 - Evaluate game situations and apply the most effective fielding technique to reduce scoring opportunities. L5 - Adapt batting and fielding tactics to improve team performance during competitive games. L6 - Officiate and compete confidently in rounders tournaments by applying rules, tactics and leadership effectively.
Vocabulary	abide, assess, back up, close catch, deep catch, long barrier, momentum, short barrier, stance, tactic, umpire	Y5+ anticipation, communication, positioning, pressure, release, strategy, tournament, turnover
Experiences	Practise throwing and catching under pressure. Develop accurate bowling techniques. Explore batting into space using different shot selections. Complete fielding drills using long and short barriers. Apply tactical decision-making during conditioned games. Participate in a competitive rounders tournament and evaluate team performance.	
SMSC	Children develop resilience, leadership and teamwork through rounders. They learn to communicate effectively, make responsible decisions under pressure and recognise that honesty, perseverance and cooperation are essential for successful team performance.	
British Values	Individual Liberty - Making responsible decisions about batting, bowling and fielding during competitive games. Mutual Respect - Demonstrating encouragement, honesty and positive sportsmanship towards teammates, opponents and officials. Rule of Law - Applying the rules of rounders fairly and respecting officials' decisions. Democracy - Working collaboratively to develop tactics and solve challenges as a team.	
School Values	We are happy - Enjoying rounders and celebrating improvements in our performance. We are safe - Using equipment responsibly and following the rules of the game. We enjoy a challenge - Developing increasingly advanced batting, bowling and fielding skills through practice. We celebrate diversity - Recognising the different strengths and contributions of every player within the team. We show respect - Demonstrating fairness, teamwork and encouragement throughout games.	

	We are ready and fit for our future - Developing leadership, resilience, communication and teamwork through competitive sport.
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