



## Subject Specific Curriculum Delivery Notes

**Context behind curriculum delivery:** PE lessons at Hollymount are built to give confidence and improve technical skills to all children. These skills are developed not only by class teachers but also a qualified coach and external sports providers where possible. In addition to learning the skills required to play a range of sports, pupils also learn about team building, leadership of others and respecting the rules of how to be a “good sport. As children develop a love for the game, strong emphasis is placed on giving all children opportunities to participate in competitive events against each other and against other schools in the Borough.

The physical education curriculum inspires all pupils to succeed and excel in competitive sport and provides opportunities for children to become confident in a way which supports their health, fitness and mental well-being.

**Points for teachers to note:** The Merton School Sport Partnership schemes of work are used to deliver the PE curriculum all the way from early years up to year 6. They provide a clear structure of teaching basic fundamental skills and movements in early years and Key Stage 1, to applying these to several different sports in Key Stage 2. The curriculum is split into units for each year group and each unit is broken down into lessons. Units can be generally taught in any order. Lessons must be taught in numerical order. Especially in Key Stage 2, where the lessons develop the skills to finish each half term with a class competition in the sport that has been taught.

TERM and WEEKS	Wk	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A1		EYFS Scheme (Fundamentals)	Lesson 1 and 2 - Games (Fundamentals)	Lesson 1 and 2 - Games (Fundamentals)	MSSP Coach Netball Teacher Games	MSSP Coach Netball Teacher Games	MSSP Coach Basketball Teacher Netball	MSSP Coach Basketball Teacher Netball
A2		EYFS Scheme (Fundamentals)	Lesson 1 and 2 - Games (Fundamentals)	Lesson 1 and 2 - Games (Fundamentals)	MSSP Coach Basketball Teacher Gymnastics	MSSP Coach Basketball Teacher Gymnastics	MSSP Coach Netball Teacher Dance/Swimming	MSSP Coach Netball Teacher Dance
Spr 1		EYFS Scheme (Fundamentals)	MSSP Coach Games Teacher	MSSP Coach Games Teacher	MSSP Coach Hockey Teacher Netball	MSSP Coach Hockey Teacher Netball	MSSP Coach Tag Rugby Teacher Gymnastics	MSSP Coach Tag Rugby Teacher Gymnastics

			Dance	Dance				
Spr 2		EYFS Scheme (Fundamentals)	MSSP Coach Games Teacher Gymnastics	MSSP Coach Games Teacher Gymnastics	MSSP Coach Tag Rugby Teacher Hockey	MSSP Coach Tag Rugby Teacher Hockey	MSSP Coach Hockey Teacher MSSP Leadership	MSSP Coach Hockey Teacher Netball
Sum 1		EYFS Scheme (Fundamentals)	MSSP Coach Athletics Teacher Games	MSSP Coach Athletics Teacher Games	MSSP Coach Cricket Teacher Tag Rugby	MSSP Coach Cricket Teacher Tag Rugby	MSSP Coach Cricket Teacher Dance/Swimming	MSSP Coach Cricket Teacher Tennis
Sum 2		EYFS Scheme (Fundamentals)	MSSP Coach Athletics Teacher Athletics (up until sports day) Then Games	MSSP Coach Athletics Teacher Athletics (up until sports day) Then Games	MSSP Coach Athletics Teacher Dance	MSSP Coach Athletics Teacher Dance	MSSP Coach Athletics Teacher Tennis	MSSP Coach Athletics Teacher Rounders

## Year 1

Unit of work	Intended learning (knowledge)
Games	<ul style="list-style-type: none"> <li>To be able to find a free space, avoiding others. To experiment and show different ways of using a ball or bean bag.</li> <li>To be able to consistently find a free space by avoiding others. To use a rolling action to send an object towards a target.</li> <li>To understand the importance of finding a free space. To be able to use a rolling action to send and receive an object to a partner with control.</li> <li>To understand the importance and safety elements of finding a free space. To be able to throw and catch an object as an individual.</li> <li>To be able to find a free space safely. To perform a basic underarm throw towards a target.</li> <li>To apply rolling, under-arm throwing, and catching techniques in a series of challenges in order to achieve personal best.</li> <li>To move safely and actively about the space. To throw and catch under-arm individually and with a partner.</li> <li>To throw and catch under-arm in a small group. To work collaboratively in a small group and start to understand team-work.</li> <li>To move safely within a small space. To throw over-arm to a target.</li> <li>To move in an area safely, avoiding others. To retrieve a ball to return to a partner or team.</li> </ul>

	<ul style="list-style-type: none"> <li>• To move in an area safely whilst tracking a partner and avoiding others. To track and intercept a ball to retrieve to a partner or team.</li> <li>• To apply throwing and retrieval skills within a game.</li> <li>• To effectively use throwing and retrieval skills within a game.</li> <li>• To use hands or equipment when striking a ball into space. To be able to decide where to stand to make it difficult for an opponent (tactics).</li> <li>• To strike a ball using your feet into space. To be able to decide where to stand to make it difficult for an opponent (tactics).</li> <li>• To be able to roll, bounce, throw and catch a variety of equipment individually, with a partner and against an opponent.</li> <li>• To be able to throw, hit and kick a ball in a variety of ways in a 'game' (attacking).</li> <li>• To be able to work as a team to retrieve objects in a 'game' (defending)</li> </ul>
<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>• To travel into a space safely. To remember and perform three basic shapes using different variations.</li> <li>• To use the dish and arch shapes to perform a log roll. To learn the basic technique of how to jump.</li> <li>• To roll with a partner. To perform the front and back support balances.</li> <li>• To develop take-off and landing skills using floor and hand apparatus.</li> <li>• To perform movements with gymnastic technique. To link movements together.</li> <li>• To perform 2 or 3 movements linked together in a sequence. To work well with a partner.</li> <li>• To apply different gymnastic shapes when jumping.</li> <li>• To balance in a variety of different ways, individually and with a partner.</li> <li>• To perform a variety of stretches using balls, individually and with a partner.</li> <li>• To travel by transferring weight between hands and feet.</li> <li>• To travel at different levels using a partner, with and without hand apparatus.</li> <li>• To perform 3 or 4 movements linked together in a sequence. To work well with a partner.</li> <li>• To dismount and mount a bench safely. To travel along a bench in a variety of different ways.</li> <li>• To perform a bunny hop along, and over a bench.</li> <li>• To land shape jumps safely from different heights.</li> <li>• To balance on a bench in a variety of ways using shapes.</li> <li>• To travel in a variety of different ways along a bench whilst using hand apparatus.</li> <li>• To perform a 4 or 5 movement sequence on a bench individually.</li> </ul>
<b>Dance</b>	<ul style="list-style-type: none"> <li>• To move into a free space, avoiding others.</li> <li>• To explore basic travelling movements whilst moving confidently into a free space.</li> <li>• To explore jumping with an awareness of space.</li> <li>• To create a dance phrase using basic travelling and jumping movements.</li> <li>• To explore different ways to balance, using visual images.</li> <li>• Combine travelling movements, jumps and balances to create a simple dance sequence.</li> <li>• To explore different ways of moving specific body parts.</li> <li>• To explore moving different body parts in contrasting ways, in relation to stimuli.</li> <li>• To create a simple dance sequence. To use characteristics of movement when performing a dance sequence.</li> </ul>

- To explore gesture using a variety of body parts.
- To use gestures and movement to convey a character.
- To create a dance sequence, using a character as a stimulus.
- To explore changes of speed and level using shapes and actions.
- To create a beginning and middle part of a dance sequence.
- To create a dance sequence with a clear beginning, middle and end.
- To identify qualities of movement and apply them when portraying a (toy) character.
- To create a dance sequence focusing on movement qualities.
- To perform a dance sequence in a group, using changes of speed.

**Athletics**

- To be able to move safely around an area. To understand how the body changes during exercise.
- To be able to run with control at different speeds. To be able to move safely around an area.
- To send and receive a ball using different methods. To work constructively with a partner.
- To send and receive pieces of equipment. To work constructively with a partner.
- To explore different ways of travelling. To take-off and land with control.
- To jump with increasing control. To use jumping techniques for height and distance.
- To be able to move safely around an area. To understand how to work as part of a team.
- To experiment with different throwing techniques. To work constructively with a partner.
- To receive a ball with control under game conditions. To work constructively as part of a team.
- To send an object using different techniques. To choose a sending technique depending on the task.
- To link steps/jumps with balance and control.
- To create a short sequence linking together a variety of jumps. To work constructively with a partner.
- To be able to run at different speeds. To be able to change direction.
- To run at different speeds in team activities. To work constructively as part of a team.
- To send and receive an object consistently and with control. To work constructively with a partner.
- To throw objects accurately at a target.
- To link running and jumping activities in order to jump for distance.
- To apply athletics techniques in a competition environment. To work constructively as part of a team.

**Ongoing skills being developed throughout the year**

- **Fundamentals**
- Throwing
- Catching
- Rolling
- Bouncing
- Striking
- Agility
- Balance
- Coordination

- Travelling
- Spatial Awareness

## Year 2

Unit of work	Intended learning (knowledge)
<b>Games</b>	<ul style="list-style-type: none"> <li>• To roll a ball towards a target with accuracy.</li> <li>• To use a variety of ball manipulation skills with control.</li> <li>• To kick a ball with accuracy to a targeted area.</li> <li>• To strike/ hit a ball using a variety of equipment or hands to a targeted area.</li> <li>• To catch an object consistently, individually and with a partner.</li> <li>• To apply various ball skills within a game scenario. To apply simple tactics.</li> <li>• To roll a ball towards a target while working with a partner.</li> <li>• To kick a ball with a partner and then versus a partner, using simple tactics.</li> <li>• To strike/ hit a ball to score points.</li> <li>• To throw in different directions over different distances.</li> <li>• To apply various sending and receiving skills with a partner in a competitive situation.</li> <li>• To apply tactics to a sending and receiving game.</li> <li>• To throw and catch whilst moving. To work with a partner.</li> <li>• To work with a partner to reach a target area unopposed and opposed.</li> <li>• To play a 1v2 striking and fielding game to score runs (points).</li> <li>• To play a 2v2 striking and fielding game to score runs (points).</li> <li>• To play an even sided team game using a variety of simple tactics.</li> <li>• To apply tactics to various 2v2 games while keeping score and adapting to rule changes.</li> </ul>
<b>Tag Rugby</b>	<ul style="list-style-type: none"> <li>• To evade a defender when attacking. To be able to tag a player when defending.</li> <li>• To demonstrate an accurate pass when static. To work constructively within a group.</li> <li>• To demonstrate an accurate catching technique when static. To work constructively with a partner.</li> <li>• To beat a defender by either moving with or passing a ball into open space. To work collaboratively within teams.</li> <li>• To retain the ball when attacking. To work collaboratively between teams.</li> <li>• To demonstrate at least two of the four core skills of tag rugby in a game scenario. To work as a team to employ attacking and defending tactics.</li> </ul>
<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>• To recall and perform three gymnastic shapes, as jumps. To perform the front and back support position.</li> <li>• To rock individually. To perform a log and egg roll.</li> <li>• To travel at different levels and inclines.</li> <li>• To learn the steps of a forward roll. To perform a forward roll to feet.</li> <li>• To land and start a forward roll in different shapes.</li> </ul>

	<ul style="list-style-type: none"> <li>• To perform a 3 or 4 movement sequence using a forward roll.</li> <li>• To roll and catch a hula hoop with a partner.</li> <li>• To roll and catch a ball with a partner.</li> <li>• To perform ball skills individually.</li> <li>• To use a hula hoop to perform different tasks using a range of body parts.</li> <li>• To balance, jump and travel with hand apparatus.</li> <li>• To create a 3 or 4 movement sequence in a pair, using hand apparatus.</li> <li>• To travel on the floor at different levels.</li> <li>• To travel at different inclines and heights.</li> <li>• To execute a jump on the floor.</li> <li>• To execute a jump off a piece of apparatus.</li> <li>• To mount a bench, travel across and dismount with a shape jump.</li> <li>• To perform a 4 or 5 movement sequence on different levels.</li> </ul>
<b>Dance</b>	<ul style="list-style-type: none"> <li>• To explore different travelling movements that express a feeling.</li> <li>• To perform a movement phrase that illustrates a feeling.</li> <li>• To change the order of movements to create a dance sequence using contrasting feelings.</li> <li>• To explore different feelings using music as stimuli. To mirror the movements of a partner.</li> <li>• To create a dance phrase, using music as the stimulus.</li> <li>• To adapt a dance phrase to communicate a mood or feeling.</li> <li>• To understand the importance of warming up the body. To create a warm up sequence.</li> <li>• To explore and identify a range of actions with levels using a sport theme.</li> <li>• To use sporting activities as stimuli to create a motif.</li> <li>• To create and perform a motif to music with a partner.</li> <li>• To create a beginning to a dance sequence that uses simple canon.</li> <li>• To create and perform a dance sequence with a clear beginning, <b>middle and end</b>.</li> <li>• To explore jumping and gestures within a 'Spring Day' dance sequence.</li> <li>• To develop basic gestures when creating a 'Summer' dance sequence.</li> <li>• To create and perform two linked dance sequences.</li> <li>• To explore turning and movement qualities. To extend an Autumn dance sequence.</li> <li>• To explore and create moments of stillness. To use movement qualities associated with Winter.</li> <li>• To link and adapt dance sequences. To create a dance using contrasting movement qualities.</li> </ul>
<b>Tennis</b>	<ul style="list-style-type: none"> <li>• To strike a ball with a racket or hand mitt using the swing action. To work constructively with a partner.</li> <li>• To hit the ball using a forehand groundstroke technique. To use the forehand technique to rally with a partner.</li> <li>• To develop tactics to keep rallies going and to win points.</li> <li>• To apply tactics in a competitive situation. To work collaboratively with a partner.</li> </ul>
<b>Athletics</b>	<ul style="list-style-type: none"> <li>• To understand the different effects exercise has on the body.</li> <li>• To run at different speeds depending on the task. To change direction quickly.</li> </ul>

- To explore different ways of throwing. To work constructively with a partner.
- To send and receive an object accurately. To work constructively with a partner.
- To explore different ways of jumping. To work constructively as part of a team.
- To apply athletics techniques in a competition environment. To work constructively as part of a team.
- To explore running at different speeds for different periods of time.
- To understand different running techniques. To work constructively as part of a team.
- To send and receive an object accurately. To work constructively with a partner.
- To throw an object for accuracy and distance.
- To link together running and jumping activities.
- To apply athletics techniques in a competition environment. To work constructively as part of a team.
- To use correct running technique when sprinting. To work constructively with a partner.
- To pass a relay baton securely and quickly. To work constructively as part of a team.
- To throw an object using an over-arm technique. To work constructively with a partner.
- To throw an object using an over-arm technique for accuracy and distance.
- To take-off and land with control. To jump for height and distance.
- To apply athletics techniques in a competition environment. To work constructively as part of a team.

**Ongoing skills being developed throughout the year**

- **Fundamentals**
- Throwing
- Catching
- Rolling
- Bouncing
- Striking
- Agility
- Balance
- Coordination
- Travelling
- Spatial Awareness

### Year 3

Unit of work	Intended learning (knowledge)
<b>Netball</b>	<ul style="list-style-type: none"> <li>• To perform a chest pass and a shoulder pass. To work well in pairs or threes.</li> <li>• To apply catching skills whilst moving into space.</li> <li>• To move into space and stop when catching a pass (in preparation for footwork rule).</li> <li>• To explore ways to get away from an opponent in order to find space.</li> <li>• To mark an opponent to stop them from receiving a pass in space. To understand the techniques needed to mark opponents.</li> <li>• To work as a team to employ basic attacking and defending tactics.</li> </ul>
<b>Tag Rugby</b>	<ul style="list-style-type: none"> <li>• To evade a defender when attacking. To be able to tag a player when defending.</li> <li>• To demonstrate an accurate pass when static. To work constructively within a group.</li> <li>• To demonstrate an accurate catching technique when static. To work constructively with a partner.</li> <li>• To beat a defender by either moving with or passing a ball into open space. To work collaboratively within teams.</li> <li>• To retain the ball when attacking. To work collaboratively between teams.</li> <li>• To demonstrate at least two of the four core skills of tag rugby in a game scenario. To work as a team to employ attacking and defending tactics.</li> </ul>
<b>Hockey</b>	<ul style="list-style-type: none"> <li>• To be able to dribble the ball under control.</li> <li>• To be able to dribble on the move under control at speed.</li> <li>• To pass and receive using the push pass. To work constructively with a partner.</li> <li>• To pass and receiving using the push pass whilst finding space. To work constructively with a partner.</li> <li>• To pass and receive whilst on the move and under pressure from a defender. To work as part of a team.</li> <li>• To use the appropriate techniques learnt in a game situation. To work as a team to employ attacking and defending tactics.</li> </ul>
<b>Basketball</b>	
<b>Dance</b>	<ul style="list-style-type: none"> <li>• To move to a beat or rhythm, using basic actions.</li> <li>• To be able to move to a rhythmic pattern. To perform movements associated with <i>(insert theme)</i>.</li> <li>• To link <i>(insert theme)</i> dance movements to form a sequence.</li> <li>• To work in small groups to create a short dance phrase using the rhythmic pattern of an <i>(insert theme)</i> dance.</li> <li>• To work in groups to combine <i>(insert theme)</i> inspired dance phrases.</li> <li>• To perform an <i>(insert theme)</i> inspired dance. To evaluate a dance sequence, providing constructive feedback.</li> <li>• To be able to identify dynamics in music and apply the appropriate movement.</li> <li>• To use visual stimuli to create a dance phrase using dynamics.</li> <li>• To combine two phrases to create a dance of two parts (binary: AB). To work constructively as part of a group.</li> <li>• To demonstrate the use of dynamics through an <i>(insert theme)</i> dance.</li> <li>• To use 'shape' and 'formation' when performing movements of an <i>(insert theme)</i> dance.</li> <li>• To create and apply a beginning and ending to an <i>(insert theme)</i> dance. To work constructively in groups.</li> </ul>
<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>• To perform three gymnastic shapes. To perform a rock to standing.</li> <li>• To perform a backward roll.</li> </ul>



	<ul style="list-style-type: none"> <li>• To land a backward roll in a variety of different shapes.</li> <li>• To perform the steps of a teddy bear roll.</li> <li>• To perform a range of gymnastic rolls.</li> <li>• To perform a 4 or 5 movement sequence in pair using a backward roll.</li> <li>• To perform a range of balances, with and without a bean bag.</li> <li>• To perform a frog headstand.</li> <li>• To perform a headstand using different leg shapes.</li> <li>• To transfer weight between feet to hands in a range of different ways.</li> <li>• To perform a range of counter balances with a partner.</li> <li>• To perform a 4 or 5 movement sequence in a group, using counter balances and individual balances.</li> </ul>
<b>Cricket</b>	<ul style="list-style-type: none"> <li>• To be able to throw a ball under-arm and catch a ball safely. To work constructively with a partner.</li> <li>• To be able to throw a ball over-arm and catch a ball thrown over-arm using different techniques. To work effectively in a group.</li> <li>• To strike a stationary ball using the correct technique. To work constructively with a partner.</li> <li>• To work in groups to develop attacking strategies. To work collaboratively between teams.</li> <li>• To employ effective fielding tactics to benefit a team. To work collaboratively between teams.</li> <li>• To use the appropriate techniques learnt in a game situation. To work as a team to employ attacking and defending tactics.</li> </ul>
<b>Athletics</b>	<ul style="list-style-type: none"> <li>• To understand the different effects exercise has on the body.</li> <li>• To explore different throwing techniques. To work constructively with a partner.</li> <li>• To decide which throwing technique is best suited to a given task.</li> <li>• To experiment with different types of one-footed and two-footed jumps.</li> <li>• To explore different ways of jumping for height and distance. To work constructively as part of a team.</li> <li>• To apply athletics techniques in a competition environment. To work constructively as part of a team.</li> <li>• To understand the difference between sprinting and running for sustained periods.</li> <li>• To apply different running techniques in a relay context. To work constructively as part of a team.</li> <li>• To be able to take-off and land jumps with power and control.</li> <li>• To link three phases of a jump: approach, take-off and landing.</li> <li>• To throw for accuracy and distance, using different techniques.</li> <li>• To apply athletics techniques in a competition environment. To work constructively as part of a team.</li> </ul>

**Ongoing skills being developed throughout the year**

- **Fundamentals**
- Throwing
- Catching
- Rolling
- Bouncing
- Striking
- Agility
- Balance

- Coordination
- Travelling
- Spatial Awareness

#### Year 4

Unit of work	Intended learning (knowledge)
<b>Netball</b>	<ul style="list-style-type: none"> <li>• To develop a range of passing skills. To catch a pass on the move.</li> <li>• To develop movement skills such as stopping with the ball, pivoting, jumping and landing (to progress onto footwork rule).</li> <li>• To develop skills such as sprinting, reaction time and quick feet to get into space quickly to receive a ball.</li> <li>• To develop ideas and techniques to get away from an opponent and find space in a small area.</li> <li>• To close down space as a team. To use the defensive strategy of man marking.</li> <li>• To work effectively and organise themselves as a team to play 4 v 4 games with an understanding of basic netball rules.</li> </ul>
Tag Rugby	<ul style="list-style-type: none"> <li>• To evade a defender when attacking. To tag a player when defending (1v1 scenario).</li> <li>• To demonstrate an accurate pass when static and when moving. To work constructively with a partner.</li> <li>• To demonstrate a successful catching technique when moving. To work constructively with a partner.</li> <li>• To beat a defender consistently by both moving with and/or passing a ball into open space. To work collaboratively within a team.</li> <li>• To retain the ball in a match scenario. To work collaboratively between teams.</li> <li>• To demonstrate at least three of the four core skills of tag rugby in a team game scenario. To work as a team to employ tactics.</li> </ul>
<b>Hockey</b>	<ul style="list-style-type: none"> <li>• To develop the technique of dribbling and introduce dragging.</li> <li>• To develop the technique of the push and slap pass. To work constructively with a partner.</li> <li>• To use a hit shot in a shooting situation.</li> <li>• To understand when to pass and when to dribble in a game situation. To work well as part of a team.</li> <li>• To experiment with attacking and defending tactics in a game situation. To work well as part of a team.</li> <li>• To demonstrate an understanding of simple tactics to keep possession and apply these during matches.</li> </ul>
<b>Basketball</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Dance</b>	<ul style="list-style-type: none"> <li>• To explore the movements of a (<i>insert theme</i>) Dance, demonstrating clear dynamics.</li> <li>• To link the (<i>insert theme</i>) movements to form a dance. To perform with a partner using changes of level and direction.</li> <li>• To create a character and narrative within a (<i>insert theme</i>) Dance.</li> <li>• To create an everyday activity dance sequence using visual stimuli to form a narrative. To work constructively in a group.</li> <li>• To be able to change the direction and level of an everyday activity dance sequence, whilst applying group formation.</li> <li>• To combine the everyday activity sequence into a (<i>insert theme</i>) group dance. To perform and evaluate a dance sequence.</li> <li>• To perform movements of a (<i>insert theme</i>) Dance, demonstrating clear dynamics.</li> <li>• To explore simple canon using movements from a (<i>insert theme</i>) Dance.</li> <li>• To apply cumulative canon and unison to a (<i>insert theme</i>) dance.</li> <li>• To create a (<i>insert theme</i>) dance sequence inspired by visual stimuli.</li> </ul>

	<ul style="list-style-type: none"> <li>To experiment with different levels, directions and group formations in a (<i>insert theme</i>) dance sequence.</li> <li>To perform an (<i>insert theme</i>) dance sequence combining given and devised movements. To evaluate a performance, providing constructive feedback.</li> </ul>
<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>To perform a confident and powerful run-up. To perform the correct take-off for the vault.</li> <li>To perform the technique of jumping and landing with the use of shape jumps.</li> <li>To travel confidently across apparatus at different heights and inclines.</li> <li>To perform a front support into a shape. To perform a shape jump from a range of different heights.</li> <li>To link all steps of a vault together and successfully mount, travel across and dismount the vault.</li> <li>To perform a successful vault to the rest of the class, using a mount, travel across and dismount.</li> <li>To travel and jump whilst using hand apparatus, both individually and in a pair.</li> <li>To balance with a piece of hand apparatus, both individually and in a pair.</li> <li>To twist and roll with hand apparatus, individually and in a pair.</li> <li>To travel across apparatus whilst using hand apparatus.</li> <li>To create a 4 or 5 sequence routine with a partner using hand apparatus.</li> <li>To perform a 5 or 6 movement sequence with a group of four, using hand apparatus.</li> </ul>
<b>Cricket</b>	<ul style="list-style-type: none"> <li>To be able to throw a ball under-arm at a target and catch a ball safely while moving. To work constructively with a partner.</li> <li>To be able to throw a ball over-arm at a target and catch a ball thrown over-arm. To work effectively in a group.</li> <li>To strike a moving ball using the correct technique. To work collaboratively between teams.</li> <li>To strike a moving ball into a space in order to maximise scoring opportunities. To work effectively in a group.</li> <li>To employ effective fielding tactics to benefit a team. To work collaboratively between teams.</li> <li>To use the appropriate techniques learnt in a game situation. To work as a team to employ attacking and defending tactics.</li> </ul>
<b>Athletics</b>	<ul style="list-style-type: none"> <li>To understand the effects exercise has on the body and how heart rate changes during exercise.</li> <li>To throw different objects for distance. To work constructively with a partner.</li> <li>To throw different objects for accuracy.</li> <li>To perform a range of jumps while demonstrating consistent technique. To work constructively as part of a group.</li> <li>To link three phases of a jump: approach, take-off and landing.</li> <li>To apply athletics techniques in a competition environment. To work constructively as part of a team.</li> <li>To change the speed of running depending on distance.</li> <li>To apply different running techniques in a relay context. To work constructively as part of a team.</li> <li>To be able to take-off and land a range of jumps with power and control.</li> <li>To link three phases of a jump: approach, take-off and landing when performing a range of jumps.</li> <li>To throw for accuracy and distance, using different techniques.</li> <li>To apply athletics techniques in a competition environment. To work constructively as part of a team.</li> </ul>

**Ongoing skills being developed throughout the year**

- **Fundamentals**
- Throwing
- Catching

- Rolling
- Bouncing
- Striking
- Agility
- Balance
- Coordination
- Travelling
- Spatial Awareness

## Year 5

Unit of work	Intended learning (knowledge)
<b>Netball</b>	<ul style="list-style-type: none"> <li>• To pass and receive a range of different passes on the move.</li> <li>• To perform the footwork and pivoting technique when receiving a ball at speed.</li> <li>• To develop ideas and techniques to mark opponents and close down space as a small group.</li> <li>• To perform the correct shooting technique.</li> <li>• To understand the boundaries for individual players. To get the ball to the shooters without it being intercepted by the defence.</li> <li>• To know the basic rules, positions and court boundaries in a High 5 Netball game and to put these into action in a game situation.</li> </ul>
<b>Dance</b>	<ul style="list-style-type: none"> <li>• To execute movements of a (<i>insert theme</i>) Dance using appropriate dynamics.</li> <li>• To link the movements to form a (insert theme) Dance. To explore mirroring movements and dancing in unison.</li> <li>• To create a phrase that can be combined with a (insert theme) Dance. To work constructively with a partner and/or small group.</li> <li>• To explore the term 'Retrograde' and how this can be applied to a (insert theme) Dance.</li> <li>• To perform a (insert theme) dance sequence that incorporates retrograde.</li> <li>• To perform a (insert theme) dance to an audience. To evaluate a performance, providing constructive feedback.</li> <li>• To learn the movements in a (insert theme) Dance. Perform accurately, using appropriate dynamics.</li> <li>• To explore contrasting dynamics and link the movements to form a (insert theme) Dance.</li> <li>• To choreograph an (insert theme) Dance sequence, focusing on contrasting dynamics.</li> <li>• To apply a choreographic device to an (insert theme) Dance sequence.</li> <li>• To create an (insert theme) Dance sequence by linking given and devised movements.</li> <li>• To perform a (insert theme) Dance using contrasting dynamics and expression.</li> </ul>
<b>Football</b>	<ul style="list-style-type: none"> <li>• To pass, dribble and shoot with control in game situations.</li> <li>• To understand individual defending techniques (1v1).</li> <li>• To be able to work collaboratively (in pairs) to defend a target (2v2).</li> <li>• To be able to identify and use tactics to help your team keep the ball. To be able to work collaboratively in small teams.</li> <li>• To be able to effectively use the attacking principles of play to score 'goals'.</li> <li>• To apply defending and attacking principles of play within a game situation. To work collaboratively with a small team to score 'goals'.</li> </ul>

<b>Tag Rugby</b>	<ul style="list-style-type: none"> <li>• To demonstrate the ability to side-step and beat a defender. To mark and tag a player when defending (in 1v1 and team scenario).</li> <li>• To demonstrate an accurate pass when put under pressure by a defender. To work effectively as a group.</li> <li>• To demonstrate successful and consistent catching technique when static, moving and under pressure. To work effectively as a team.</li> <li>• To beat a defender consistently by moving the ball into open space. To work effectively as a team.</li> <li>• To retain the ball when put under pressure in a match scenario. To work collaboratively as a team.</li> <li>• To demonstrate all four core skills of tag rugby when put under pressure in a match scenario. To work as a team and successfully employ tactics.</li> </ul>
<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>• To perform a forward roll. To perform a range of rolls, with different start and finishing positions.</li> <li>• To perform a backward roll to knees. To perform a backward roll, starting and finishing in a range of different positions.</li> <li>• To perform the three stages of a handstand. To perform a handstand without support.</li> <li>• To perform the steps of a cartwheel. To perform a cartwheel on the floor individually.</li> <li>• To link two or more gymnastic movements together.</li> <li>• To create a sequence using a range of gymnastic movements including a roll cartwheel and handstand.</li> <li>•</li> <li>• To perform a range of shape jumps when dismounting the vault.</li> <li>• To mount the vault using the correct take-off and landing technique (squat on).</li> <li>• To travel confidently across apparatus in a range of ways at different heights.</li> <li>• To perform a 'squat through' on vault.</li> <li>• To perform a straddle on to vault</li> <li>• To perform a vault routine to an audience.</li> </ul>
<b>Hockey</b>	<ul style="list-style-type: none"> <li>• To pass, dribble and shoot with control and accuracy in game situations.</li> <li>• To understand the individual tackling techniques including the block tackle and jab tackle.</li> <li>• To understand how to support others when defending.</li> <li>• To identify and use tactics to help maintain possession of the ball.</li> <li>• To pass and receive whilst on the move, and under pressure from a defender. To work well as part of a team.</li> <li>• To apply attacking and defending tactics during a game situation. To work collaboratively between teams.</li> </ul>
<b>Cricket</b>	<ul style="list-style-type: none"> <li>• To be able to use different pick up techniques and apply in a game situation. To work constructively with a partner.</li> <li>• To play a variety of different shots. To work effectively in a group.</li> <li>• To bowl a ball over-arm using the correct technique. To work constructively with a partner.</li> <li>• To understand the role of the wicket-keeper and use correct feet and hand movements. To work collaboratively between teams.</li> <li>• To implement bowling and batting tactics to benefit a team's performance. To work effectively in a group.</li> <li>• To use the appropriate techniques learnt in a game situation. To work as a team to employ attacking and defending tactics.</li> </ul>
<b>Athletics</b>	<ul style="list-style-type: none"> <li>• To move in a variety of different ways with control, balance and speed.</li> <li>• To throw for distance using different techniques. To work constructively with a partner.</li> <li>• To throw for accuracy using different techniques.</li> <li>• To understand the concept of agility. To apply 'agility' in sporting activities.</li> </ul>

- To combine the four elements of jumping: approach, take-off, flight and landing.
- To apply athletics techniques in a competition environment. To work constructively as part of a team.
- To explore with running at different speeds over different distances.
- To pass and receive a baton during a relay race. To work constructively as part of a team.
- To jump vertically and horizontally for distance.
- To link the three stages of a standing triple jump together (hop, step, jump).
- To throw objects using a 'pushing' technique. To work constructively with a partner.
- To apply athletics techniques in a competition environment. To work constructively as part of a team.

**Ongoing skills being developed throughout the year**

- Teamwork
- Social interaction
- Fair play
- Sportsmanship
- Respect

**Year 6**

Unit of work	Intended learning (knowledge)
<b>Basketball</b>	•
<b>Netball</b>	<ul style="list-style-type: none"> <li>• To choose and use the correct passing technique. To be able to shoot with the correct technique.</li> <li>• To apply the footwork rule in a game situation. To work in small groups developing practices designed to improve skills needed in netball.</li> <li>• To work effectively as an attacking unit to time movement and passing in order to outwit an opponent.</li> <li>• To man mark effectively to help close down space and intercept a pass.</li> <li>• To know the High 5 Netball rules and positions/boundaries. To work effectively in small teams and use tactics for attacking and defending.</li> <li>• To play by the High 5 Netball rules. To work effectively in small teams understanding how to improve performance.</li> </ul>
<b>Tag Rugby</b>	<ul style="list-style-type: none"> <li>• To demonstrate a variety of evasive skills to beat a defender. To man mark and tag a player when defending (in a 1v1 and team scenario).</li> <li>• To demonstrate an accurate lateral passing technique when put under pressure by a defender. To work effectively as a group.</li> <li>• To demonstrate an accurate catching technique when static, moving and put under pressure. To work effectively as a team.</li> <li>• To demonstrate a variety of techniques to be able to break through a defence by both moving with and passing the ball.</li> <li>• To retain the ball as a team and create try scoring opportunities. To work collaboratively as a team.</li> <li>• To demonstrate all four core skills of tag rugby when put under pressure in a match scenario. To work as a team and successfully employ tactics.</li> </ul>
<b>Tennis</b>	<ul style="list-style-type: none"> <li>• To be able to maintain a rally using forehand and backhand groundstrokes.</li> <li>• To use the volley as part of an attacking strategy.</li> </ul>

	<ul style="list-style-type: none"> <li>• To strike the ball using an over-arm serving technique in a specified direction. To work constructively with a partner.</li> <li>• To use the over-arm serve as part of an attacking strategy when starting point.</li> <li>• To use attacking and defending tactics to win points. To work collaboratively with a partner.</li> <li>• To apply tactics in a competitive situation. To work collaboratively with a partner.</li> </ul>
<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>• To perform a handstand.</li> <li>• To perform a cartwheel.</li> <li>• To perform a cartwheel, starting and landing in a range of different ways.</li> <li>• To understand the technique of a one-handed cartwheel. To link a roll and a cartwheel together.</li> <li>• To perform a range of different cartwheels confidently.</li> <li>• To incorporate a creative cartwheel into a 5 or 6 movement sequence.</li> <li>• To perform a range of shape jumps when dismounting the vault. (Extension: To be able to perform a shape and turn jump together.)</li> <li>• To mount the vault using the correct take-off and landing technique (squat on).</li> <li>• To create a range of different ways to travel at different levels and inclines.</li> <li>• To perform a squat through on vault.</li> <li>• To perform the straddle on vault. (Extension: To be able to perform the straddle through vault.)</li> <li>• To perform a vault with a range of linking movements</li> </ul>
<b>Cricket</b>	<ul style="list-style-type: none"> <li>• To be able to use different pick up techniques and apply in a game situation. To work effectively in a group.</li> <li>• To play a variety of different shots depending on where the ball lands. To work effectively in a group.</li> <li>• To bowl a ball over-arm at a target, landing the ball in a given area. To work constructively with partners.</li> <li>• To use correct feet and hand movements when wicket-keeping in a game situation. To work constructively with a partner.</li> <li>• To identify and implement bowling and batting tactics to benefit a team's performance. To work effectively in a group.</li> <li>• To use the appropriate techniques learnt in a game situation. To work as a team to employ attacking and defending tactics.</li> </ul>
<b>Athletics</b>	<ul style="list-style-type: none"> <li>• To select and apply an appropriate running pace for different distances.</li> <li>• To apply the correct technique for sprint starts.</li> <li>• To experiment with different types of athletic jumping events.</li> <li>• To explore the three different jumps: long jump, standing triple jump and vertical jump. To work constructively with a partner.</li> <li>• To throw objects using a 'slinging' technique. To work constructively with a partner.</li> <li>• To apply athletics techniques in a competition environment. To work constructively as part of a team.</li> <li>• To apply athletic movement in a competitive context, using control, balance and speed.</li> <li>• To send and receive with speed and precision.</li> <li>• To throw for distance using the 'push' technique. To work constructively with a partner.</li> <li>• To understand the concept of agility. To apply 'agility' in a competitive context.</li> <li>• To understand and execute the three different jumps (long jump, standing triple jump and vertical jump).</li> <li>• To apply athletics techniques in a competition environment. To work constructively as part of a team.</li> </ul>
<b>Dance</b>	<ul style="list-style-type: none"> <li>• To communicate a (<i>insert theme</i>) Dance through movement, demonstrating accurate and consistent dynamics.</li> <li>• To link the (<i>insert theme</i>) Dance movements to form a sequence. To use expression and scale of movement to show character.</li> <li>• To perform a (<i>insert theme</i>) Dance, using accurate expressions and choreographic devices.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• To link narrative to a Dance, using a themed storyline.</li><li>• To link a themed unique Dance sequence to a storyline Dance sequence. To apply a clear beginning and ending.</li><li>• To perform a combined themed Dance sequence with consistency. To evaluate a performance, providing constructive feedback.</li><li>• To communicate a (insert theme) Dance through movement, demonstrating accurate and consistent dynamics.</li><li>• To link key movements to form a (insert theme) Dance sequence. To give constructive feedback on a performance.</li><li>• To understand how a dance is formed. To create a motif using pictures as stimuli.</li><li>• To create a (insert theme) Dance phrase to tell a story.</li><li>• To link a motif and a phrase to form a sequence. To add a beginning and an ending to create a Dance.</li><li>• To choose the best way to perform a (insert theme) Dance sequence to an audience. To evaluate a performance, providing constructive feedback.</li></ul> |
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