

Year 3	Year 4	Year 5	Year 6
Game Sense (Invasion) • Introduce passing and receiving • Introduce passing and creating space • Introduce scoring and the concept of shooting Striking and fielding ▪ use a range of skills with increasing control ▪ intercept and send a ball with increasing accuracy ▪ understand the basics of space awareness Net & Wall • Throwing with accuracy • Developing throwing with accuracy • Outwitting an opponent: Wall/Net • Game Play: Wall/Net	Game Sense (Invasion) • Develop passing and creating space • Combine passing, moving and shooting • Introduce dribbling: Keeping control • Introduce defending and the concept of marking Striking and fielding ▪ use a range of skills with control ▪ intercept and send a ball with accuracy ▪ begin to make decisions to outwit the opposition Net & Wall • Creating space to win a point on a court with a net/wall • Introduce forehand (underarm shots) using our hands • Introduce forehand (underarm shots) using rackets	Game Sense (Invasion) • Consolidate dribbling and passing to maintain possession to create scoring opportunities • Refine attacking skills • Refine defensive skills: Transition from defence to attack Striking and fielding ▪ strike and throw accurately, over a good distance ▪ gauge when to run to gain the best outcome ▪ make decisions to outwit the opposition Net & Wall • Introduce backhand shots with a racket and a net • Applying using both hands/backhands and forehand shots in game situations • Introduce the volley • Controlling the game from the serve	Game Sense (Invasion) • Consolidate attacking: Possession scenarios • Consolidate defending: Defensive scenarios • Application of game play to challenge tactical thinking Striking and fielding ▪ Where to strike the ball when we are batting depending on where the fielders are standing in order to score runs. ▪ How and why the role as a batter may change depending on the situation of the game. ▪ How to create and apply simple fielding and batting tactics in order for their team to be successful. ▪ How to umpire and score in a mini game of cricket, applying the correct signals when umpiring. Net & Wall ▪ work collaboratively with others to use space to outwit opponent(s) ▪ hit the object with purpose, varying the speed, height and direction ▪ Show an ability to perform a variety of sending methods (e.g.: Forehand, backhand, Volley, overhead.)
Gymnastics • Introduction to symmetry • Introduction to asymmetry • Application of learning onto apparatus • Sequence formation • Sequence completion • Introduction to Unison • Introduction to Canon • Application of sequences in 'Unison' and 'Canon' onto apparatus • Combining Canon and Unison in groups	Gymnastics • Introduction to bridges • Application of bridge learning onto apparatus • Develop sequences with bridges • Sequence formation • Sequence completion • Exploring changes in 'Level' • Exploring changes in 'Direction' • Application of learning onto apparatus to include changes in 'Level' and 'Direction'	Gymnastics • Introduction to Counter Balance • Application of Counter-Balance learning onto apparatus • Sequence formation • Counter Tension • Sequence completion • Introduction to Flight: Developing Jumping • Developing Flight: Jumping and turning • Application of 'Jumping,' learning, onto apparatus • Combining jumping	Gymnastics • Introduction to matching /Mirroring • Application of matching mirroring learning onto apparatus • Sequence development • Challenging creativity • Sequence development • Sequence performance

Dance • Responding to stimuli • Developing character dance into a motif • Develop sequences with a partner in character that show relationships • Extending sequences with a partner in character • Responding to stimuli • Developing thematic dance into a motif • Extending dance to create sequences with a partner • Developing sequences with a partner	• Sequence completion and performance Dance • Responding to stimuli working together • Exploring two contrasting Relationships and interlinking dance moves • Developing sequences with a partner in character that show relationships and interlinking dance moves • Sequences, relationships, choreography and performance	on apparatus with Canon and Unison Dance • Extending sequences with a partner using compositional principles • Creating movement using improvisation where movement is reactive • Develop character movements linked to prejudices • Create movements that represent different characters and performers in a circus • Extending our performance incorporating props and apparatus linked to the variety of performers	Dance • Performing with technical control and rhythm in a group • Creating rhythmic patterns using the body • Experiencing dance from a different culture • Chorographical elements including still imagery • Creating rhythmic patterns using our body • Extend choreography through controlled movements, character emotion and expression • Explore the relationships between characters applying character emotion and expression
Athletics • Explore running for speed • Explore acceleration • Introduce /develop relay: Running for speed in a team • Exploring jumps in athletics show the ability to run continuously; begin to explore pacing • throw various basic equipment increasing accuracy and coordination • Throwing: Accuracy vs distance	Athletics • apply the basic jump in a variety of contexts. Develop running at speed • Exploring our stride pattern • Exploring running at pace • Understand and apply tactics when running for distance • demonstrate the correct running pace for an event • apply the correct throwing technique using different equipment	Athletics • use the correct jump in the correct context • use a different running strategy depending on the distance of the event • throw accurately and consistently, using the correct technique • Sprinting: My personal best • Evaluating our performance	Athletics • Demonstrate a variety of more complex jumps, combining the run and the jump (eg: long, triple) • Run effectively, achieving personal bests, in a range of distances • Running for speed competition • Running for distance competition • throw accurately and consistently, using the correct technique, in a range of events
Communication and Tactics • Build confidence in speaking, listening and sharing ideas. • Learn how to work effectively with others in groups of different sizes and abilities. • Begin to develop problem-solving and decision-making skills • Begin to create and apply basic tactics to achieve given objectives. • Gain resilience through learning from mistakes and setbacks.	Communication and Tactics • Enhance confidence in speaking, listening and sharing ideas. • Learn how to work effectively with others in groups of different sizes and abilities. • Develop problem solving and decision-making skills • Create and apply basic tactics to achieve given objectives. • Gain resilience through learning from mistakes and setbacks.	Communication and Tactics • Communicate clearly to support teamwork and planning. • Adapt communication style (verbal, visual, gesture) depending on game situation and group size. • Apply decision-making that considers space, timing, and opposition movement. • Begin to work collaboratively to adjust strategies mid-game, when needed.	Communication and Tactics • Communicate clearly using some sport specific vocabulary to support teamwork and planning. • Adapt communication style (verbal, visual, gesture) depending on game situation, group size and ability. • Apply decision-making that considers space, timing, and opposition movement. • Work collaboratively to adjust strategies mid-game, when needed.

		• Create and apply tactics aimed at outwitting opponents. • Identify and explain reasons why a tactic was successful or unsuccessful. • Demonstrate resilience by adapting performance after setbacks and supporting teammates positively.	• Create and apply tactics aimed at outwitting opponents. • Work effectively in varied team roles, showing flexibility in role taken. • Independently identify and explain reasons why a tactic was successful or unsuccessful. • Demonstrate resilience by adapting performance after setbacks. • Support teammates by offering and taking constructive, feedback, helping the group improve collectively.
	Swimming • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations.		