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|  | Year 3 | Year 4 | Year 5 | Year 6 |
| Athletics | To develop the sprinting technique and improve on your personal best.  To develop changeover in relay events.  To develop jumping technique in a range of approaches and take off positions.  To develop throwing for distance and accuracy.  To develop throwing for distance in a pull throw.  To develop officiating and performing skills. | To develop stamina and an understanding of speed and pace in relation to distance.  To develop power and speed in the sprinting technique.  To develop technique when jumping for distance.  To develop power and technique when throwing for distance.  To develop a pull throw for distance and accuracy.  To develop officiating and performing skills. | To be able to apply different speeds over varying distances.  To develop fluency and co-ordination when running for speed.  To develop technique in relay changeovers.  To develop technique and co-ordination in the triple jump.  To develop throwing with force for longer distances.  To develop throwing with greater control and technique. | To work collaboratively with a partner to set a steady pace.  To develop your own and others sprinting technique.  To develop power, control and technique for the triple jump.  To develop power, control and technique when throwing for distance.  To develop throwing with force and accuracy for longer distances.  To work collaboratively in a team to develop the officiating skills of measuring, timing and recording. |
| Badminton |  |  |  | To return the shuttlecock using an underarm clear.  To return the shuttlecock using an overhead clear.  To use a variety of shots to keep a continuous rally going.  To develop the serve and understand the rules of serving.  To employ tactics to play against an opponent and with a partner.  To apply rules, skills and principles to play against an opponent. |
| Ball Skills Y3/4 | To develop confidence and accuracy when tracking a ball.  To develop confidence and accuracy when tracking a ball.  To explore and develop a variety of throwing techniques.  To develop catching skills using one and two hands.  To develop dribbling a ball with hands.  To use tracking, sending and dribbling skills with feet. | Same as Y3 (COVID Catch-Up) |  |  |
| Dance | To create actions in response to a stimulus and move in unison with a partner.  To create actions to move in contact with a partner or interact with a partner.  To select and link appropriate actions and dynamics to show our dance idea.  To remember, repeat and create actions to represent an idea.  To share ideas of actions and dynamics to create a dance that shows a location.  To use choreographing ideas to develop our dance.  To use straight pathways and clear changes in direction in a line dance.  To use canon and unison to make our line dance look interesting.  To use formations, canon and unison to make our line dance look interesting.  To remember, repeat and create actions around a theme.  To understand and use formations.  To structure a dance to represent a theme. | To copy and create actions in response to an idea and be able to adapt this using changes of space.  To choose actions which relate to the theme.  To develop a dance using matching and mirroring.  To learn and create dance moves in the theme of carnival.  To develop a carnival dance using formations, canon and unison.  To develop a dance phrase and perform as part of a class performance.  To understand how dynamics, space and relationships can be used to represent a state of matter.  To use actions, dynamics, space and relationships to represent a states of matter.  To order and structure phrases to create a dance performance.  To copy and repeat a set phrase of movement in a 1960s theme showing energy and rhythm.  To learn and perform a partner dance in a 1960s style.  To develop my own 1960s inspired dance using changes in relationships. | To create a dance using a random structure and perform the actions showing quality and control.  To understand how changing dynamics changes the appearance of the performance.  To understand and use relationships and space to change how a performance looks.  To copy and repeat movements in the style of rock ‘n’ roll.  To work with a partner to copy and repeat actions keeping in time with the music.  To work collaboratively with a group to create a dance in the style of Rock ’n’ Roll.  To develop set choreography inspired by a Mayan god.  To choose actions to create a motif in a given character with consideration of dynamics, space and relationships.  To use structure to create a dance performance.  To use matching, canon and unison in the style of the lion dance.  To use space and relationships to create a dragon dance.  To select and combine dance tools to perform a Chinese dance. | To copy and repeat a set dance phrase showing confidence in movements.  To work with others to explore and develop the dance idea.  To use changes in dynamics in response to the stimulus.  To demonstrate a sense of rhythm and energy when performing bhangra style motifs.  To perform a bhangra dance, showing an awareness of timing, formations and direction.  To select, order, structure and perform movements in a bhangra style, showing various group formations.  To develop a dance phrase using actions, dynamics, space and relationships.  To copy and create actions with consideration to story using a prop to enhance the idea.  To use choreographing devices to improve how the performance looks.  To copy and repeat a phrase of movement in the 1970s disco theme.  To devise a freeze frame montage in the 1970s theme.  To use feedback to develop and refine a 1970s dance performance. |
| Fitness |  | To develop an awareness of what your body is capable of.  To develop speed and strength.  To complete actions to develop co-ordination.  To complete actions to develop agility.  To complete actions to develop balance.  To complete actions to develop stamina. |  | To develop an awareness of what your body is capable of.  To develop speed and stamina.  To develop strength using my own body weight.  To develop co-ordination through skipping.  To perform actions that develop agility.  To develop control whilst balancing. |
| Football |  | To develop controlling the ball and dribbling under pressure.  To develop passing to a teammate.  To be able to control the ball with different parts of the body.  To develop changing direction with the ball using an inside and outside hook.  To jockey / track an opponent.  To be able to apply the rules and tactics you have learnt to play in a football tournament. | To be able to dribble the ball under pressure.  To pass the ball accurately to help to maintain possession.  To use different turns to keep the ball away from defenders.  To develop defending skills to gain possession.  To develop goalkeeping skills to stop the opposition from scoring.  To be able to apply the rules and tactics you have learnt to play in a football tournament. | Same as Y5 (COVID Catch-Up) |
| Fundamentals Y3/4 | To develop balancing and understand the importance of this skill.  To understand how to change speed and be able to demonstrate good technique when running at different speeds.  To demonstrate a change of speed and direction to outwit others.  To develop technique and control when jumping, hopping and landing.  To develop skipping in a rope.  To apply fundamental skills to a variety of challenges. | Same as Y3 (COVID Catch-Up) |  |  |
| Gymnastics | To be able to create interesting point and patch balances.  To develop stepping into shape jumps with control.  To develop the straight, barrel, and forward roll.  To be able to transition smoothly into and out of balances.  To create a sequence with matching and contrasting actions and shapes.  To create a partner sequence incorporating equipment. | To develop individual and partner balances.  To develop control in performing and landing rotation jumps.  To develop the straight, barrel, forward and straddle roll.  To develop the straight, barrel, forward and straddle roll.  To develop strength in inverted movements.  To be able to create a partner sequence to include apparatus. | To be able to perform symmetrical and asymmetrical balances.  To develop the straight, forward, straddle and backward roll.  To be able to explore different methods of travelling, linking actions in both canon and synchronisation.  To be able to perform progressions of inverted movements.  To explore matching and mirroring using actions both on the floor and on apparatus.  To be able to create a partner sequence using apparatus. | To be able to develop the straddle, forward and backward roll.  To develop counter balance and counter tension.  To be able to perform inverted movements with control.  To be able to perform the progressions of a headstand and a cartwheel.  To be able to use flight from hands to travel over apparatus.  To be able to create a group sequence using formations and apparatus. |
| Hockey |  | To develop sending and receiving the ball with accuracy and control.  To develop the attacking skill of dribbling.  To develop dribbling to beat a defender.  To use defending skills to delay an opponent and gain possession.  To apply attacking skills to move towards goal and find space.  To apply skills and knowledge to compete in a tournament. |  | To develop dribbling to beat a defender.  To send and receive the ball with control under pressure.  To select the appropriate skill, choosing when to pass and when to dribble.  To move into and create space to support a teammate.  To use the appropriate defensive technique for the situation.  To apply rules, skills and principles to play in a tournament. |
| Netball | To develop passing and moving and play within the footwork rule.  To develop passing and moving towards a goal.  To develop movement skills to lose a defender.  To be able to defend an opponent and try to win the ball.  To develop the shooting action.  To develop playing using netball rules. |  | To develop passing and moving.  To be able to use the attacking principle of creating and using space.  To be able to change direction and lose a defender.  To be able to defend ball side and know when to go for interceptions.  To develop the shooting action.  To use and apply skills and tactics to small sided games. | Same as Y5 (COVID Catch-up) |
| OAA  Taught in Forest School lessons | To develop co-operation and teamwork skills.  To be able to orientate a map and navigate around a grid.  To develop trust and teamwork whilst listening to others and following instructions.  To develop trust whilst listening to others and following instructions. | To be able to identify objects on a map, draw and follow a simple map.  To be able to orientate and navigate around a map and draw a route using directions. | To develop communication, negotiation and empathy whilst working in a team.  To work as a team to solve problems, sharing ideas and collaborating with one another.  To develop tactical planning and problem solving. | To share ideas and work as a team to solve problems.  To develop navigational skills and map reading.  To use a key to identify objects and locations. |
| Swimming | Provision provided by accredited swimming teachers at GL1 | | | |
| Tag Rugby | To develop throwing, catching and running with the ball.  To develop an understanding of tagging rules.  To begin to use the ‘forward pass’ and ‘off side’ rule.  To dodge a defender and move into space when running towards the goal.  To develop defending skills and use them in a game situation.  To apply the rules and skills you have learnt and play in a tag rugby tournament. | Same as Y3 (COVID Catch-up) | To develop attacking principles, understanding when to run and when to pass.  To be able to use the ‘forward pass’ and 'offside' rules.  To be able to play games using tagging rules.  To develop dodging skills to lose a defender.  To develop drawing defence and understanding when to pass.  To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament. |  |
| Tennis | To develop racket and ball control.  To develop returning the ball using a forehand groundstroke.  To be able to rally using a forehand.  To develop the two handed backhand.  To learn how to score.  To develop playing against an opponent.  To work collaboratively with a partner and compete against others. | To develop hitting the ball using a forehand.  To develop returning the ball using a forehand.  To develop the backhand and understand when to use it.  To work co-operatively with a partner to keep a continuous rally going.  To use simple tactics in a game to outwit an opponent.  To demonstrate honesty and fair play when competing against others. | To develop returning the ball using a forehand groundstroke.  To develop returning the ball using a backhand groundstroke.  To work cooperatively with a partner to keep a continuous rally.  To develop the underarm serve and understand the rules of serving.  To develop the volley and understand when to use it.  To use a variety of strokes to outwit an opponent. | To develop the forehand groundstroke.  To be able to return the ball using a backhand groundstroke.  To develop the volley and understand when to use it.  To develop the volley and use it in a game situation.  To develop accuracy of the underarm serve.  To learn to use the official scoring system.  To work co-operatively with a partner and employ tactics to outwit an opponent. |
| Yoga | To explore connecting breath and movement.  To explore new yoga poses and begin to connect them.  To explore gratitude when remembering and repeating a yoga flow.  To develop flexibility and strength in a positive summer flow.  To develop flexibility in an individual yoga flow.  To develop confidence and strength in arm balances. |  | To develop an understanding of yoga.  To develop flexibility through the sun salutation flow.  To develop strength through yoga flows.  To create your own flow showing quality in control, balance and technique.  To develop balance through yoga flows.  To work collaboratively to create a controlled paired yoga flow.  To create your own yoga flow that challenges technique, balance and control. |  |