



PE

PE Curriculum

At Benson C of E Primary School, all children are given the opportunity to explore a range of sports, skills and challenges throughout their years. Through different sports the children are encouraged to develop communication skills, gross motor skills and team-building capabilities. These abilities will give them life-long confidence when facing challenges and the ability to work as both an individual and as part of a team. The importance of children's health and fitness is also addressed through the PE curriculum, equipping them with the knowledge and understanding needed to live a balanced and active lifestyle.

Scheme Used

We use PE Hub. PE Hub meets the purpose and aims of the PE National Curriculum. We have selected our teaching units from the broad menu of activities to ensure children are exposed to a range of skills and knowledge while building on previous learning. Teaching units including EYFS objectives, ensuring children in Reception and developing their skills and knowledge appropriately.

Teaching of PE

PE is taught throughout the year, providing children with a range of diverse opportunities to keep fit, develop skills and gain knowledge.

Swimming: Ensuring water confidence, stroke development, and water safety skills.

Sports Clubs: Offering extracurricular opportunities for children to engage in their favourite sports or try new ones.

Sports Tournaments: Encouraging competitive spirit and teamwork through inter-school and intra-school events.

Half Marathon Challenge: Promoting endurance and perseverance through long-distance running events.

Active Play: Integrating physical activities during break times to encourage movement and play.

Support and Adaptations for Children with SEND

Our PE curriculum is inclusive and adapted where appropriate so that all children can participate, experience success and make progress.

Fine motor difficulties: Use larger or lighter balls to aid control and coordination.

Gross motor challenges: Break movements into smaller steps and provide additional demonstrations or visual cues.

Sensory needs: Use sensory-friendly equipment, such as textured balls, and adjust noise levels or activity pace as required.

Physical impairments: Offer alternative activities that focus on upper or lower body movements, as appropriate, and use assistive equipment if needed.

Cognitive or communication difficulties: Provide clear, simple instructions, repeat key points, and use visual aids or peer support to enhance understanding.

Social and emotional needs: Encourage teamwork through paired or small group activities, and provide positive reinforcement to build confidence and engagement.

Recording of Work and Assessment

In EYFS, learning in PE is recorded through photographs and observations, capturing key moments of physical development and skill acquisition.

In other year groups, assessment is primarily observational, with teachers evaluating pupils' progress during lessons against learning objectives.

Teachers use verbal feedback and end-of-unit reflections to gauge skill development and teamwork abilities.

Progression

Skills and knowledge are carefully developed from Reception to Year 6. Children revisit fundamental skills regularly and apply them in increasingly challenging contexts. Teachers use assessment to identify what children can do, provide appropriate challenge and support, and ensure that learning builds on previous experiences.

Structure of the PE Curriculum

Due to our class structures, topics in PE are being taught on a two-year cycle for 2024-2025 and 2025-2026. This will be reviewed during 2026 to ensure the most appropriate curriculum is in place once the school is at full capacity with 45 children in every year group. The creation of the two-year cycle for 2024-2025 and 2025-2026 has been created after reviewing and reflecting the knowledge and skills children in each year group have learnt previously. We ensure learning in EYFS meets the needs of the EYFS curriculum and provides a strong foundation for learning as children transition into Year 1 by focusing on developing fundamental movement skills, such as balance, coordination, and spatial awareness, alongside promoting teamwork and an enjoyment of physical activity. This foundation prepares children to build on their skills progressively as they advance through the PE curriculum.

Knowledge & Skills Progression 2026-2027 Cycle A

R	Term 1	Term 2	Term 3
Units	R Unit 2 Gymnastics	R Unit 2 Dance	R Unit 2 Body Management
Skills	Explore different ways of travelling. Develop balance and coordination. Perform simple jumps, rolls and balances. Move safely around space and apparatus. Link movements together.	Move to different rhythms and music. Copy and create simple movements. Explore different speeds and levels. Use movement to express ideas and feelings. Perform simple movement sequences.	Develop balance and body control. Explore different body shapes and positions. Move safely with increasing control. Hold simple balances. Coordinate different parts of the body.
Knowledge	Know how to move safely. Understand how to balance and control the body. Recognise different ways of travelling. Know how to land safely.	Understand that dance can communicate ideas and feelings. Know how to move in time with music. Recognise changes in speed and rhythm. Understand how different movements can be linked together.	Understand how the body can move in different ways. Know how to maintain a balance. Recognise different body shapes and positions. Understand how to control movements safely.
Key Vocabulary	Balance, travel, jump, roll, stretch, shape, control, space, safe, land, movement.	Dance, rhythm, beat, music, movement, speed, slow, fast, level, expression, sequence, space.	Balance, control, shape, position, body, stretch, curl, twist, turn, still, movement.
	Term 4	Term 5	Term 6
Units	R Unit 2 Speed Agility Travel	R Unit 2 Manipulation and Coordination	R Unit 2 Cooperate and Solve Problems.
Skills	Run and move at different speeds. Change direction quickly and safely. Develop stopping and starting control. Travel using different movements. Respond to signals and instructions.	Throw and catch a variety of objects. Roll objects towards a target. Kick and stop a ball. Develop hand-eye and foot-eye coordination. Use different equipment with increasing control.	Work positively with a partner. Share equipment and take turns. Follow simple rules and instructions. Work as part of a small group. Explore different solutions to physical challenges. Communicate ideas with others.
Knowledge	Understand the difference between fast and slow movements. Know how to change direction safely. Understand how to stop with control. Recognise when to speed up and slow down.	Understand how to control an object using hands and feet. Know how to aim towards a target. Recognise how force affects how far an object travels. Understand the importance of watching an object when catching.	Understand the importance of taking turns and sharing. Know how to work cooperatively with others. Understand that problems can have more than one solution. Recognise the importance of listening to others. Know how to keep themselves and others safe.
Key Vocabulary	Speed, fast, slow, run, stop, start, turn, direction, agility, travel, space, change.	Throw, catch, roll, kick, stop, aim, target, control, force, direction, coordination, equipment.	Cooperate, teamwork, partner, group, share, turn, listen, communicate, problem, solution, rules, safe.

Y1&2	Term 1	Term 2	Term 3
Units	Year 2 Send and Return Unit 1	Year 2 Gymnastic Unit 1	Year 1 Unit 2 Dance
Skills	Send and receive a ball with control. Move towards a ball and return it. Explore different ways of sending a ball. Begin to hit a ball with a bat or racket. Work with a partner to keep a rally going.	Travel in different ways with control. Explore different shapes and balances. Perform rolls safely. Jump and land safely. Link movements together to create simple sequences. Work with a partner through mirroring.	Perform actions to familiar nursery rhymes. March in time to a beat. Move and turn as a group. Perform actions in canon. Perform simple dances in rounds.
Knowledge	Understand how to send a ball accurately into space.	Understand how to hold a controlled balance. Know how to land safely.	Understand that dances can tell a story or have a theme.

	Know how to move into position to receive a ball. Understand how to score points against an opponent. Know how to work cooperatively with a partner.	Recognise different body shapes such as tuck, pike and straddle. Understand how movements can be linked together. Know how to use apparatus safely.	Know how to move in time with music. Understand how a group can use different formations. Know that canon means performing movements one after another.
Key Vocabulary	Send, return, receive, rally, target, space, control, opponent, partner, score, bat, racket.	Balance, control, travel, roll, jump, land, shape, tuck, pike, straddle, link, mirror, apparatus.	Dance, rhythm, beat, march, canon, round, formation, theme, character, emotions, movement.
	Term 4	Term 5	Term 6
Units	Year 2 Unit 1 Attack Defend Shoot	Year 1 Unit 2 Hit Catch Run	Year 1 Unit 2 Run Jump Throw
Skills	Kick and stop a ball using the feet. Pass a ball to a teammate. Dribble with control. Move into space to receive a pass. Work as a team to keep possession.	Hit a ball into space. Catch and retrieve a ball. Throw and roll with increasing accuracy. Field a ball and return it to a base. Run between bases to score points. Work as part of a fielding team.	Run with increasing speed and stamina. Use agile movements in different activities. Stride and jump for height. Develop throwing power. Choose an appropriate starting position. Link running, jumping and throwing skills.
Knowledge	Understand the difference between attacking and defending. Know how to control a ball when receiving it. Understand why players move into space. Know that teamwork and passing can help keep possession. Begin to apply simple rules in games.	Understand the different roles of batters and fielders. Know why hitting into space can help a batter score. Understand how fielders can work together to stop runs. Know that catching a ball can prevent the batter from scoring.	Understand what stamina means. Know how to start a run effectively. Understand how power can improve a throw. Know how to jump safely and land with control. Recognise when to change speed during an activity.
Key Vocabulary	Attack, defend, pass, receive, dribble, control, space, teammate, opponent, aim, cooperate, restart.	Batter, fielder, hit, catch, throw, roll, field, retrieve, strike, base, run, score, space.	Run, sprint, stamina, agile, stride, jump, hop, skip, power, throw, relay, track, speed, partner.

Y3&4	Term 1	Term 2	Term 3
Units	Apple Swim Damson & Cherry Year 4 Unit 1 Gymnastics	Apple Swim Damson & Cherry Year 3 Unit1 Dance	Damson Swim Apple Year 4 Unit 1 Gymnastics Cherry Year 4 Unit 1 Handball
Skills	Create and perform a 6-element sequence. Change speed and direction during a sequence. Perform controlled balances and movements taking weight on hands. Use different pathways. Work with a partner or group to create and refine a sequence. Perform and evaluate a sequence.	Perform movements with control and coordination. Create and perform movement phrases. Use different levels, directions and pathways. Perform movements in time with music. Work with a partner to develop a sequence. Perform with confidence and expression.	<u>Gymnastics</u> Create and perform a 6-element sequence. Change speed and direction during a sequence. Perform controlled balances and movements taking weight on hands. Use different pathways. Work with a partner or group to create and refine a sequence. Perform and evaluate a sequence. <u>Handball</u> Pass and catch with increasing accuracy. Move with the ball while maintaining control. Dribble and change direction. Shoot towards a target. Move into space to receive a pass. Defend by marking and intercepting. Work effectively as part of a team.
Knowledge	Understand how to link movements smoothly.	Understand how movements can be linked to create a dance. Know how to use space effectively.	<u>Gymnastics</u> Understand how to link movements smoothly.

	Know how speed, direction and pathways can change a sequence. Understand how to take weight on hands safely and with control. Know how to use feedback to improve a performance. Understand how teamwork and timing improve a group sequence.	Understand how rhythm and timing affect a performance. Know how expression and character can communicate an idea. Understand how to give and respond to feedback.	Know how speed, direction and pathways can change a sequence. Understand how to take weight on hands safely and with control. Know how to use feedback to improve a performance. Understand how teamwork and timing improve a group sequence. <u>Handball</u> Understand the difference between attacking and defending. Know when and where to pass. Understand the importance of creating and using space. Know how to mark an opponent. Understand how teamwork can create scoring opportunities. Begin to apply basic handball rules.
Key Vocabulary	Control, balance, sequence, direction, speed, pathway, partner, group, refine, progression, leap, compositional, timing.	Dance, rhythm, beat, timing, phrase, sequence, pathway, direction, level, space, expression, character, performance.	<u>Gymnastics</u> Control, balance, sequence, direction, speed, pathway, partner, group, refine, progression, leap, compositional, timing. <u>Handball</u> Pass, receive, catch, dribble, shoot, attack, defend, space, mark, intercept, opponent, teammate, possession, goal.
	Term 4	Term 5	Term 6
Units	Damson Swim Apple Year 4 Unit 1 Handball Cherry Year 3 Unit 1 Athletics	Cherry Swim Apple Year 3 Unit 1 Dance Damson Year 3 Unit 1 Athletics	Cherry Swim Apple Year 3 Unit 1 Athletics Damson Year 4 Unit 1 Handball
Skills	<u>Handball</u> Pass and catch with increasing accuracy. Move with the ball while maintaining control. Dribble and change direction. Shoot towards a target. Move into space to receive a pass. Defend by marking and intercepting. Work effectively as part of a team. <u>Athletics</u> Run with increasing speed and control. Develop agility and quick changes of direction. Jump for height and distance. Throw with increasing speed and power. Choose an appropriate amount of force. Measure and compare performances.	<u>Dance</u> Perform movements with control and coordination. Create and perform movement phrases. Use different levels, directions and pathways. Perform movements in time with music. Work with a partner to develop a sequence. Perform with confidence and expression. <u>Athletics</u> Run with increasing speed and control. Develop agility and quick changes of direction. Jump for height and distance. Throw with increasing speed and power. Choose an appropriate amount of force. Measure and compare performances.	<u>Athletics</u> Run with increasing speed and control. Develop agility and quick changes of direction. Jump for height and distance. Throw with increasing speed and power. Choose an appropriate amount of force. Measure and compare performances. <u>Handball</u> Pass and catch with increasing accuracy. Move with the ball while maintaining control. Dribble and change direction. Shoot towards a target. Move into space to receive a pass. Defend by marking and intercepting. Work effectively as part of a team.
Knowledge	<u>Handball</u> Understand the difference between attacking and defending. Know when and where to pass. Understand the importance of creating and using space. Know how to mark an opponent.	<u>Dance</u> Understand how movements can be linked to create a dance. Know how to use space effectively. Understand how rhythm and timing affect a performance.	<u>Athletics</u> Understand how to control movement in response to instructions. Know how to use speed and agility effectively.

	Understand how teamwork can create scoring opportunities. Begin to apply basic handball rules. <u>Athletics</u> Understand how to control movement in response to instructions. Know how to use speed and agility effectively. Understand how arm and leg movements can improve jumping. Know that power and appropriate force affect the distance of a throw. Understand how performances can be measured and compared.	Know how expression and character can communicate an idea. Understand how to give and respond to feedback. <u>Athletics</u> Understand how to control movement in response to instructions. Know how to use speed and agility effectively. Understand how arm and leg movements can improve jumping. Know that power and appropriate force affect the distance of a throw. Understand how performances can be measured and compared.	Understand how arm and leg movements can improve jumping. Know that power and appropriate force affect the distance of a throw. Understand how performances can be measured and compared. <u>Handball</u> Understand the difference between attacking and defending. Know when and where to pass. Understand the importance of creating and using space. Know how to mark an opponent. Understand how teamwork can create scoring opportunities. Begin to apply basic handball rules.
Key Vocabulary	<u>Handball</u> Pass, receive, catch, dribble, shoot, attack, defend, space, mark, intercept, opponent, teammate, possession, goal. <u>Athletics</u> Athletics, speed, agility, sprint, run, jump, height, distance, throw, power, force, measure, compare, performance.	<u>Dance</u> Dance, rhythm, beat, timing, phrase, sequence, pathway, direction, level, space, expression, character, performance. <u>Athletics</u> Athletics, speed, agility, sprint, run, jump, height, distance, throw, power, force, measure, compare, performance.	<u>Athletics</u> Athletics, speed, agility, sprint, run, jump, height, distance, throw, power, force, measure, compare, performance. <u>Handball</u> Pass, receive, catch, dribble, shoot, attack, defend, space, mark, intercept, opponent, teammate, possession, goal.

Y5&6	Term 1	Term 2	Term 3
Units	Year 6 Netball	Year 6 Unit 1 Gymnastics	Year 5 Unit 2 Dance
Skills	Pass and receive accurately while moving. Pivot and change direction with control. Move into space to receive a pass. Shoot accurately at the net. Mark and intercept opponents. Use attacking and defending strategies. Communicate effectively as a team.	Perform controlled balances and movements. Create and perform longer sequences. Use different levels, directions and pathways. Travel and transfer weight with control. Combine movements smoothly. Work with a partner or group to create and refine sequences. Perform with accuracy and confidence	Create and perform movement phrases. Use rhythm, timing and dynamics effectively. Perform with control, fluency and expression. Use different levels, directions and formations. Work collaboratively to create a dance. Perform and refine a sequence in response to feedback
Knowledge	Understand the importance of creating and using space. Know when to pass, move and shoot. Understand how to mark an opponent effectively. Know how to maintain possession. Understand the roles and positions within a netball team. Apply rules consistently during games.	Understand how to create a well-composed sequence. Know how to link movements smoothly. Understand how changes in level, direction and speed affect a performance. Know how to use apparatus safely. Understand how to evaluate and improve a sequence.	Understand how choreography can communicate an idea or story. Know how dynamics can change the mood of a dance. Understand how space and formations can be used effectively. Know how timing and rhythm affect a performance. Understand how to evaluate and improve a dance.
Key Vocabulary	Pass, receive, pivot, shoot, space, attack, defend, mark, intercept, possession, position, teammate, opponent, obstruction.	Sequence, balance, control, pathway, level, direction, transition, travel, weight, apparatus, symmetry, asymmetry, refine, performance.	Choreography, dynamics, rhythm, timing, phrase, sequence, formation, direction, level, space, expression, fluency, unison, canon.
	Term 4	Term 5	Term 6
Units	Year 5 Athletics	Year 6 Tennis	Year 6 Cricket
Skills	Develop speed, stamina and agility. Sprint with an effective technique. Perform jumps for height and distance.	Serve with increasing accuracy. Perform forehand and backhand shots. Return the ball with control. Rally consistently with a partner.	Bowl with increasing accuracy. Bat with control and aim. Strike the ball into space. Catch and field with increasing consistency.

	Develop throwing techniques for distance. Use appropriate force and power. Work effectively in relay activities. Measure and improve personal performances.	Move quickly and efficiently around the court. Place shots into space. Use attacking and defensive tactics.	Throw accurately over different distances. Work effectively as a batting and fielding team. Apply attacking and defensive strategies.
Knowledge	Understand how technique affects running, jumping and throwing. Know how to pace yourself during longer runs. Understand how power and speed influence performance. Know how to use an effective take-off and landing technique. Understand how performances can be measured and improved.	Understand how to maintain a rally. Know when to use forehand and backhand shots. Understand how court position affects play. Know how to use space to make it difficult for an opponent. Understand how to score a game and apply basic tennis rules. Begin to select appropriate tactics during a match.	Understand the roles of batter, bowler and fielder. Know how to choose where to hit the ball. Understand how fielders can work together to prevent runs. Know how to bowl accurately and challenge the batter. Understand how to score runs and dismiss a batter. Apply rules and tactics during a game.
Key Vocabulary	Sprint, stamina, pace, agility, speed, power, force, take-off, landing, distance, height, relay, technique, performance.	Serve, rally, forehand, backhand, volley, return, baseline, court, space, opponent, tactics, position, score, deuce.	Batter, bowler, fielder, wicket, crease, run, boundary, over, innings, strike, fielding, catch, bowl, umpire, tactics.

Knowledge & Skills Progression 2027-2028 Cycle B

R	Term 1	Term 2	Term 3
Units	R Unit 1 Gymnastics	R Unit 1 Dance	R Unit 1 Body Management
Skills	- To move safely - To take off and land on two feet - To balance and move balls and beanbags - To travel on maths and benches - To copy and repeat actions - To perform simple shapes and balances	- To use our imagination to move like a car - How to move our bodies link a ship moves in the wind - To use our bodies in different ways to be trains and tunnels - How to communicate using makaton sign language - How to tell a story about building a house using our bodies - To dance like fire and put a fire out	- To balance beanbags - To move through hoops in different ways - To reach and stretch to get equipment - To make bridges with our bodies - To travel over and under apparatus - To make shapes with our bodies
Knowledge	To understanding the different ways you can move from one area to another such as jumping, rolling, crawling, leaping, turning	Recognise actions can be performed to music. Copy, create, repeat and perform some basic actions to music.	To understand we can make bridges with our bodies in a variety of different ways.
Key Vocabulary	Balance, control, fast, high, jump, link, low, stretch, pattern	Dance, twist, turn, travel, step, music, respond, stretch, feet, curl, high, low, fast, slow	Climb, step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry
	Term 4	Term 5	Term 6
Units	R Unit 1 Speed agility travel	R unit 1 manipulation and coordination	R unit 1 cooperate and solve problems
Skills	- To move in different directions - To keep our bodies safe in running games - To jump in different directions - To stop safely - To move at slow and fast speeds - To stop safely in different ways.	- To handle a balloon - To handle a ball - To kick a ball - Top hop, jump and step - To send a ball or beanbag - To send and stop in a game	- To match colours and symbols - To work as a team to complete a task - To use our bodies to make number shapes - To follow a trail - To work with others to make patterns - To work with a partner to complete challenges
Knowledge	Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause, prepare.	Bilateral coordination refers to the ability to coordinate both sides of the body at the same time.	To understand how to organise and match items, images, colours and symbols.
Key Vocabulary	pause, prepare, freeze, high, low, switch, agility, music, beat	Carry, crawl, feet, freeze, grip, hands, high, hold, hop, jump, low, music, one foot, pause, prepare, eyes	Cooperate, team, individual, partner, pair, work, choose, collect, suits, deck, cards, trail

Y1&2	Term 1	Term 2	Term 3
Units	Y1 Unit 1 Send and return	Y1 Unit 1 Gymnasitcs	Y2 Unit 2 Dance
Skills	- To slide a beanbag to a target - To hit a ball in different ways with our hands - To move towards a ball to return it - To work with a partner to stop and return a beanbag - What a rally is and rallying with a partner	- To perform 'like' actions in a sequence - To carry and set up apparatus safely - To perform shapes on large and small body parts - To take off and land and use shapes in our jumps - To travel on our feet, showing good body tension	- To develop a dance that shows different emotions - To dance with rhythm following a clockwork pattern - To work on our own to create a short movement phrase - To watch copy and repeat actions to create a motif

	6. To send a ball into space to make it harder for our opponent	6. How we can create different levels in our performance.	5. To perform our motif in different formations 6. To use different movement pathways in our dance
Knowledge	To understand the rules of the game.	To understand how to use simple gymnastics actions and shapes.	To understand formations in gymnastics
Key Vocabulary	Hit, send, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, forehand, backhand	Balance, body tension, tensed, relaxed, extension, control	Dynamic, independent, pair, clock face, time, motif, freestyle
	Term 4	Term 5	Term 6
Units	Y1 Unit 2 Attack Defend Shoot	Y2 Unit 1 Hit Catch Run	Y2 Unit 1 Run Jump Throw
Skills	1. To throw different types of equipment 2. To move to space after passing the ball 3. To pass and move forward to a target with a partner 4. To position ourselves as a goalkeeper 5. To intercept a ball from a person on the other team 6. To use the skills we have developed in a competition	1. To hit a ball and score points running to cones 2. To defend a target by ticking 3. To bowl underarm with control 4. To hit a ball using different bats and techniques 5. To throw accurately to a base 6. To hit a ball into space, away from fielders	1. To move quickly whilst being aware of others around 2. To create power with our legs to turn at speed 3. To move through an obstacle course, with speed and control 4. To choose the best throw for different situations 5. To use quick feet while sprinting 6. To perform static and dynamic balances
Knowledge	To understand how to keep score and learn the rules.	To develop hitting skills with a variety of bats.	To understand how to throw and handle a variety of objects.
Key Vocabulary	Rebound, aim, speed, direction, scoring, controlling, following, intercepting, tactics	Hit, catch, runs, wicket, bats, bowl, feed, throw, catch, underarm, overarm, field, hitter, bowler, umpire, posts, stumps	Run, throw, handle, power, quick, burpee, obstacle, control, stamina, static, dynamic, collect

Y3&4	Term 1	Term 2	Term 3
Units	Y3 Unit 1 Gymnastics	Y4 Unit 1 Dance	Class A: Y3 Unit 1 Gymnastics Class B: Y3 Handball
Skills	1. To show full extension during a balance 2. To move in and out of contrasting shapes with fluency 3. To perform a sequence using different types of rolls 4. To perform powerful jumps from low apparatus 5. To perform in unison with a partner 6. To create a group performance using contrasting actions	1. To use freeze frame in our dances 2. To perform a slide and roll confidently 3. To use a variety of formations when performing 4. To extend our mission dance phrases using cannon 5. To sequence our dance actions to show good flow 6. To create a 5 action dance routine showing good stage entry	1. To show full extension during a balance 2. To move in and out of contrasting shapes with fluency 3. To perform a sequence using different types of rolls 4. To perform powerful jumps from low apparatus 5. To perform in unison with a partner 6. To create a group performance using contrasting actions
Knowledge	To understand how to modify actions independently.	To understand the concept of freeze frames.	To understand how to modify actions independently.
Key Vocabulary	Fluency, contrasting, unison, low, combinations, full turn, half turn, flexibility, compositional ideas	Improvisation, rehearse, director, choreographer, slide, formation, freeze frames	Fluency, contrasting, unison, low, combinations, full turn, half turn, flexibility, compositional ideas
	Term 4	Term 5	Term 6
Units	Class A: Y3 Handball Class B: Y4 Athletics	Class A Y4 Unit 1 Dance Class B Y3 Handball	Y4 Athletics
Skills	1. To use the ready position to catch effectively 2. To perform accurate passes in different situations 3. To move the ball using the three step rule	1. To use freeze frame in our dances 2. To perform a slide and roll confidently 3. To use a variety of formations when performing	1. To challenge ourselves in running, jumping and throwing tasks 2. To accelerate over short distances 3. To run and jump using one-footed take off 4. To use a sling action to throw a discuss

	- To prevent the ball from being passed by blocking and intercepting - To use quick effective passes to attack as a team - To develop accurate passing and move into space in a game	- To extend our mission dance phrases using cannon - To sequence our dance actions to show good flow - To create a 5 action dance routing showing good stage entry	- To run on a curve and exchange a baton in our team - To apply the skills we have developed in a competitive way
Knowledge	To be able to understand basic passing and catching skills.	To understand the concept of freeze frames.	To understand the correct use of a stopwatch and where to receive the baton
Key Vocabulary	Shoot, defend, attack, block, run, control, catch, pass, teamwork, score, intercept	Improvisation, rehearse, director, choreographer, slide, formation, freeze frames	Track, force, distance, curve, accelerate, hurdles, foam javelins, target, take off, sling, accuracy

Y5&6	Term 1	Term 2	Term 3
Units	Y6 Netball	Y6 Unit 1 Gymnastics	Y5 Unit 2 Dance
Skills	- Ways to improve coordination - To mark the pass or the shot - Organisation in and around the semi-circle - To compete to win the rebounding ball - To stay active to intercept a pass - To stay onside on games depending on the position being played	- To use controlled flight onto high apparatus - What a base and a flyer are in partner balances and learning to perform both roles - To perform more advanced partner balances and evaluate others' work - To incorporate equipment such as hoops and balls into a sequence - To incorporate musicality and timing into a group sequence - To combine our skills in partner balances and rhythmic gymnastics in a team performance	- To communicate the theme of heroes through our dance - To manipulate and develop actions using a range of devices - To create interesting and varied dance actions as a group using levels - To use jumps to bring power and energy to our dance phrase - To show the theme of an attack, performing at a low level - To work effectively with others to improve movement quality and performance
Knowledge	To understand the rules of netball and implement a range of strategies to attack and defend.	To understand that musicality refers to the gymnast's ability to interpret and express the music through their movements.	To understand that instrumentation is a choreographic device where a movement performed by a body part is transferred to another body part.
Key Vocabulary	Tactics, gameplay, blocking, free, metre, organisation, rebounds, prone, thirds, area, offside, intercepting	Flight, consistent, vault, vaulting sequences, combinations, direction, dismount, formations, rhythmic, musicality, timing, equipment	Assemble, sissone, saute, inversion, instrumentation, fragmentation
	Term 4	Term 5	Term 6
Units	Y5 Athletics	Y6 Tennis	Y6 Cricket
Skills	- To run for speed and distance on our own and as part of a team - Packing our run over longer distances - Different jumping styles and exploring which ones we can jump further with - To use the push-throw technique - To exchange a baton within a restricted area - To design a running, jumping or throwing activity for others using the STEP principle.	- To communicate clearly with a partner to score double points in doubles play - To attempt a two handed backhand shot with control - To perform a lob shot to hit the ball over our opponents head - To apply the correct rules and scoring systems in games - To play in different doubles formation and work with our partner to improve - To discuss and apply a range of tactics in doubles play to achieve success	- To create pressure on a batter by using a ring field - To track and catch a high ball consistency - To perform a short-pitched bowl to get a batter to hit the ball in the air - To work in a pair to restrict runs scored when fielding - To play an on-drive - To set an attacking field
Knowledge	To understand the rules involved in athletics.	To understand the play rules where if the ball is hit out of the playing	To understand that the cricket field is split into two imaginary halves, the on side and the off side.

		area, the point is awarded to the other player.	
Key Vocabulary	Bounce, relay, baton, safely, rules, target, record, set, take over, pass, push, receive	Lob shot, positioning, footwork, listening skill, dispute, peers, attacking, defensive, improvement	Urgency, acquire, high ball, tracking, short delivery, long ball, on drive, off-side, slip, short leg, silly point, innings, retires, attack