



SPORTS - Unit 1 – Multi-skills/Invaders - Progression of skills.

<p><u>Year 1 – Learning outcomes:</u></p> <ul style="list-style-type: none">- Perform balances under a number of different parts of the body.- Run on the balls of feet, concentrating on co-ordination, not speed; co-ordinate the upper and lower body together; move with greater precision and control.- Use timing to aim, stop and guide an object; aim a variety of balls and equipment accurately.- Use controlled movement to travel in different ways.- Quickly change direction whilst running, with control and fluency.- use agility, balance and co-ordination when performing activities.	<p><u>Year 2 – Learning outcomes:</u></p> <ul style="list-style-type: none">- Learn about a stable base and losing balance.- Move the body in a variety of ways.- Know how to throw a ball at the right speed and strength.- Be able to copy a partner and change speed and direction.- Explore different ways of twisting and turning.- Play fairly and understand the rules of the game.	<p><u>Year 3 – Learning outcomes:</u></p> <ul style="list-style-type: none">- Change the centre of balance to different parts of the body.- Use hand-eye co-ordination to keep control of an object.- Use agility, stopping and turning in a game.- To observe and be aware of others' speed and try to match it.- Use hand-eye co-ordination to balance, carry and travel with an object.- Focus and concentrate on the skills learned and use them effectively.
<p><u>Year 4 – Learning outcomes:</u></p> <ul style="list-style-type: none">- Know how to dribble a ball, change direction and maintain control.- Be able to run and turn with a ball; know how to pass a ball; work as a team.- Improve accuracy of passing by using a target; learn how to receive a ball; dribble with control.- learn how to support other players within a team; know how to communicate with team members.- Learn what skills might be used to stop someone scoring; learn how to attack as a team.- Play as a team; use skills and tactics learned in previous lessons.	<p><u>Year 5 – Learning outcomes:</u></p> <ul style="list-style-type: none">- Apply footwork rule into a modified game.- Use a range of different passes appropriately in a modified game.- Begin to use a variety of dodges to outwit opponents and get free to receive a pass in a modified game situation.- Apply a variety of defending skills into a modified game.- Use the correct technique to successfully shoot a ball into a netball post from various [points within the shooting circle.- Take part in a full game of High 5 netball, playing in a range of positions.	<p><u>Year 6 – Learning outcomes:</u></p> <ul style="list-style-type: none">- To know how to tag; to practice ball-handling skills.- To improve special awareness; to practice moving into a space.- To improve ball-handling skill; to be able to place a ball down as if scoring a try.- To practise footwork and dodging skills while carrying the ball.- To reinforce catching and tagging skills to apply them in a game.- To play as a team; to use skills and tactics from previous lessons.



SPORTS - Unit 2 – Dance - Progression of skills.

<p><u>Year 1 – Learning outcomes:</u></p> <ul style="list-style-type: none">- Learn rap with actions; practise travelling movements with a change of direction.- Develop gestures and ways of travelling; understands beats in music.- Move in time to music; develop gestures and ways of travelling; understands beats in music.- Move in time to the music, travelling, gesturing and jumping.- Dance to beats of 4 or 8; perform dance moves that flow smoothly from one to the next; use gesture as an image in dance.- Perform a dance in time to music and with fluency.	<p><u>Year 2 – Learning outcomes:</u></p> <ul style="list-style-type: none">- Understand how different minibeasts might move; show contrasting movements with strength and clarity.- Explore performing actions in response to stimuli; explore ideas by experimenting with actions, dynamics, directions and levels; practice medieval ballroom dancing.- Explore patterns of movement with a partner; explore the medieval ballroom dance theme.- Work in small groups and develop phrases of movement; link contrasting movements together to make a short dance sequence.- Improve independent movement from one phrase to another.- Perform a complete dance with clarity and flow, showing changes in levels and speed.	<p><u>Year 3 – Learning outcomes:</u></p> <ul style="list-style-type: none">- Count beats and change direction whilst dancing.- Keep count and tempo whilst dancing; develop African dance steps with clarity and rhythm, using own ideas.- Learn new African steps and develop them; maintain a consistent tempo throughout the dance, using counting.- Learn how to work co-operatively with others to create a new dance; learn how to tell a story using dance.- Create a story of harvest using African dance steps; devise African style dance steps and patterns.- Tell a story using gestures and step patterns with fluency; dance to the beat and keep time.
<p><u>Year 4 – Learning outcomes:</u></p> <ul style="list-style-type: none">- Perform a line dance using a range of movement patterns; develop dancing and performance skills.- Develop and improve dancing and performing skills.- Develop an understanding of how to prepare for a dance performance.- Identify the key skills needed to provide accurate and tactful evaluative feedback to peers.	<p><u>Year 5 – Learning outcomes:</u></p> <ul style="list-style-type: none">- Perform a Bollywood dance using a range of movement patterns; develop dancing and performance skills.- Develop and improve dancing and performance skills.- Identify the key components of successful dancing and understand how to apply them to own sequences.- Develop an understanding of how to prepare for a dance performance.- Identify the key skills needed to provide accurate and tactful evaluative feedback to peers.	<p><u>Year 6 – Learning outcomes:</u></p> <ul style="list-style-type: none">- To observe and understand the style of street dance; to learn some street dance moves and devise poses.- To learn new moves that can be developed into a dance; to explore dance patterns and moving to the beat.- To know how to use expressive movements in dance; to work with a partner to create a short dance phrase.- To work as a group and co-operate to adapt two routines and put them together.- To perform in front of an audience; to dance as a group in time to music in a street dance style.



SPORTS - Unit 3 – Gymnastics - Progression of skills.

<p><u>Year 1 – Learning outcomes:</u></p> <ul style="list-style-type: none">- Travel in different directions at different speeds and levels; link 3 movements together while travelling, aiming to change level, speed and direction.- Link isolated moves and shapes when travelling.- Explore rolling movements as a way of travelling.- Explore travelling to move along, over, around onto and off a bench.- Travel with a focus on changing direction and level, using small equipment.- Use a variety of small equipment to perform a travelling sequence, using all of the skills learned so far.	<p><u>Year 2 – Learning outcomes:</u></p> <ul style="list-style-type: none">- Learn to perform balances and movements, and combine them into a routine.- Link balances with other travelling moves, moving smoothly into and out of the balances.- Safely use benches and mats to develop sequences.- Work with a partner to create a sequence of gymnastic actions; use benches and mats to explore balances on different levels.- Safely move around the equipment, using knowledge from previous weeks.- Mirror and match a partner; share equipment.	<p><u>Year 3 – Learning outcomes:</u></p> <ul style="list-style-type: none">- Be able to jump with a stable, safe landing; try different ways of jumping.- Explore a variety of jumps.- Be able to land safely when jumping from a bench; use other skills learned to vary jumps; link jumps into sequences.- Use the skills learned to work as a group to create complex shapes at different levels.- Co-operate in a group; use a different stimulus to create a sequence.- Use all skills learned in previous lessons to develop a sequence.- Analyse own and others' performances.
<p><u>Year 4 – Learning outcomes:</u></p> <ul style="list-style-type: none">- Use and refine the following skills: flexibility, strength, balance, power and mental focus.- Learn how to perform symmetrical and asymmetrical balances with a partner and put them into a sequence; use linking moves to maintain the fluency of a sequence.- Adapt a sequence; perform gymnastic moves using a piece of equipment.- Use own and other's body weight to balance; add interest to a sequence by varying movement or balance.- Make up longer sequences and perform them with fluency and clarity of movement.- Develop the skill of critique, including the ability to identify strengths and areas for improvement.	<p><u>Year 5 – Learning outcomes:</u></p> <ul style="list-style-type: none">- Perform new gymnastic moves with control and accuracy; recap on linking moves and understand how they will be used in developing sequences.- Learn how to work co-operatively with a partner to produce a sequence; learn how to link moves together with fluency and good body tension.- Learn new counterbalance skills with a partner; include counterbalance skills in a short sequence; understand the value of posture and body tension when performing.- Complete a sequence of balances and moves at the same time as a partner, in unison; complete a sequence of balances and moves before or after, in canon.- Make up longer sequences and perform them with fluency and clarity of movement.- Develop the skill of critique, including the ability to identify strengths and areas for improvement.	<p><u>Year 6 – Learning outcomes:</u></p> <ul style="list-style-type: none">- To use and refine the following skills: flexibility, strength, balance, power and mental focus; To co-operate with others.- To develop skills for movement, including rolling, bridging and dynamic movement.- To use own and others' bodyweight to balance; add interest to a sequence by varying the movements.- To complete a sequence of balances and moves in unison with a partner; to complete a sequence of balances and moves in canon with a partner or group.- - Make up longer sequences and perform them with fluency and clarity of movement.- Develop the skill of critique, including the ability to identify strengths and areas for improvement.



SPORTS - Unit 4 – Ball Skills / Striking and Fielding - Progression of skills.

<p><u>Year 1 – Learning outcomes:</u></p> <ul style="list-style-type: none">- Develop anticipation and reaction when working with beanbags or balls.- Catch a ball or beanbag from a throw; catch a ball on a bounce.- Develop accurate throwing skills.- Develop accuracy of send.- Understand the overarm throwing technique; understand when to use an underarm throw.- Stop, trap or catch the ball while on the move.- Play a game, following the rules and demonstrating fair play.	<p><u>Year 2 – Learning outcomes:</u></p> <ul style="list-style-type: none">- Move a ball using hands and feet.- Know how to catch different objects; target the receiver’s hands when throwing; watch the ball or object when trying to catch it.- Know how to throw overarm, underarm and bounce pass.- Understand techniques for dribbling and passing a football; pass with accuracy; dribble with control.- Catch the ball at different heights; move with the ball, using hands.- Participate in a mini sports festival, understanding the rules and demonstrating good techniques and sporting behaviour.	<p><u>Year 3 – Learning outcomes:</u></p> <ul style="list-style-type: none">- Dribble a ball with greater control; roll or throw a ball at a target with accuracy.- Develop the ability to control a ball while moving, throwing and catching it.- Anticipate the ball and have the hands ready to catch; stop the ball in the hands without fumbling; be ready to react quickly once the ball has been caught.- Develop the underarm throwing technique and introduce the overarm throw.- Demonstrate good catching and throwing techniques; demonstrate good control of the ball and body.- Understand the rules of the game; apply the tactics learned.
<p><u>Year 4 – Learning outcomes:</u></p> <ul style="list-style-type: none">- Practise underarm and overarm throws and when to use them; practise receiving skills; know to play a kwick cricket game.- Be able to field a ball in a variety of ways in order to stop it travelling further; be able to return the ball accurately.- Be able to catch the ball in a variety of situations.- Consolidate and develop a range of skills in striking and fielding; practise the correct technique for batting and use it in a game situation; consolidate throwing and catching skills.- Field an approaching ball; strike a stationary ball.- Play a game using all of the skills learned.	<p><u>Year 5 – Learning outcomes:</u></p> <ul style="list-style-type: none">- Hold the bat correctly and place the ball accurately.- Choose which type of fielding technique to use.- Return the ball accurately.- Develop a technique for overarm throwing and know when to use it.- To practise batting technique.- To know how to direct the ball.- Score and play a game in a sporting manner.	<p><u>Year 6 – Learning outcomes:</u></p> <ul style="list-style-type: none">- To know how to react quickly; to demonstrate good agility and balance in order to throw accurately.- To revise the long barrier technique.- To practise batting technique; to know how to direct the ball.- To know how to play as a backstop in a game.- To assess and analyse other’s strengths.- To play in a mini tournament and understand the rules of the game.



SPORTS - Unit 5 – Throwing & Catching / Nimble nets - Progression of skills.

<p><u>Year 1 – Learning outcomes:</u></p> <ul style="list-style-type: none">- Control a ball using hands; understand the correct technique for catching; consolidate and practise throwing a ball underarm.- Explore striking balls of different sizes using their hands and equipment; throw and catch a ball to self and a partner.- To know how to stop and retrieve a ball.- Practise throwing to a target; catch the ball with good technique; play a game using striking and fielding skills.- Know how to make contact with a ball using different bats or rackets; use striking skills to play a game.- Know the tactics and skills to use in order to win a game.	<p><u>Year 2 – Learning outcomes:</u></p> <ul style="list-style-type: none">- know how to throw a ball underarm with accuracy; practise catching skills.- Know the correct technique for striking a ball from a tee; receive and return a ball.- Know the best technique for catching; explore catching different balls.- Know the overarm throw technique and when to use it.- Aim for accurate throwing and consistent catching and striking.- To know the tactics and skills to use in order to win a game.	<p><u>Year 3 – Learning outcomes:</u></p> <ul style="list-style-type: none">- Know techniques for accurate overarm and underarm throwing.- Throw accurately; catch with cushioned hands.- know the batting technique for cricket; know how to play continuous cricket.- Retrieve the ball effectively.- Be able to hit the ball as far as possible with a rounders bat.- Understand safe zone game play.- Use fielding skills to stop the batter scoring.- Use skills learned in a game situation.
<p><u>Year 4 – Learning outcomes:</u></p> <ul style="list-style-type: none">- learn how the racket feels and the best methods of holding it; improve hand-eye co-ordination by sending and receiving a ball with a hand and racket.- Learn how to drop and hit the ball; use the correct technique for holding the racket.- Learn how to play collaborative games, demonstrating forehand and backhand strokes.- Practise backhand technique; be aware of the correct body position and contact point for an accurate shot.- Practise the volley technique; play a competitive game with point scoring.- Learn to play the correct shot in order to beat a partner; play a variety of tennis shots, demonstrating correct technique.	<p><u>Year 5 – Learning outcomes:</u></p> <ul style="list-style-type: none">- Know the correct technique for forehand, backhand and volley.- Improve forehand accuracy.- Explore tactics for beating and opponent; consolidate backhand technique; use all strokes appropriately.- Accurately play shots on the move; run towards the net to play a volley (approach shot).- Play a game of singles tennis.- Learn the correct techniques for an overhead serve; practise all the shots needed to beat an opponent.- Apply all the tennis skills learned to play a game; choose the correct shot to play when trying to beat an opponent.	<p><u>Year 6 – Learning outcomes:</u></p> <ul style="list-style-type: none">- Hit the shuttle with reasonable consistency and accuracy in a co-operative rally.- Demonstrate the correct technique when serving the shuttle to start a game.- Be able to explain and demonstrate the correct technique for the overhead clear shot; to know the purpose and benefits of playing the overhead clear shot to outwit an opponent.- Develop children’s ability to perform a ‘drop shot’ and their understanding of when to play the shot in a game in order to win a point.- be able to select and apply a range of shots in a game situation to win points.- To demonstrate a variety of badminton shots in order to perform rallies and clearly understand, know how, and be able to win a point.



SPORTS - Unit 6 - Athletics - Progression of skills.

<p><u>Year 1 – Learning outcomes:</u></p> <ul style="list-style-type: none">- Know how to travel in different ways; be able to change from fast to slow.- Know how to hop, and how to hop, travel and land safely on two feet.- Know how to throw safely; throw in a variety of ways; decide which throwing method is best for distance.- Run with good balance and co-ordination.- Know how to jump from two feet; explore which is the best way to jump to cover a distance.- Use the skills learned in previous lessons by completing an obstacle course.	<p><u>Year 2 – Learning outcomes:</u></p> <ul style="list-style-type: none">- Run with a change of speed; change direction when running, while maintaining balance.- use arms when jumping; jump with balance and fluency.- Know how to throw safely; know how to throw for distance.- To run in a relaxed way and with balance when jumping over an obstacle.- Know the difference between running for speed and running for distance.- Use the skills learned in the previous lessons by completing an obstacle course.	<p><u>Year 3 – Learning outcomes:</u></p> <ul style="list-style-type: none">- Look up when running; run at different speeds; change direction.- Know how to throw in a variety of ways; use legs as well as arms when throwing.- Know how to perform a standing long jump, understanding the rules.- Know how to receive a baton; select an appropriate pace; work as a team.- Know which techniques to use for long-distance running and which to use for short-distance running; know how to start a race correctly.- Know how to compete in a sporting way, showing an understanding of others.
<p><u>Year 4 – Learning outcomes:</u></p> <ul style="list-style-type: none">- Learn how to modify stride length, arm action and knee lift to select and maintain appropriate running paces for different distances.- Learn the pull technique for throwing; throw and receive implements safely.- Describe the effect of different throwing positions.- Sprint a short distance as part of a team; react quickly to a stimulus; demonstrate good running technique when jumping over obstacles.- Understand how to perform a standing broad jump (2 feet to 2 feet).- Put skills into practise, aiming to improve on previous results.	<p><u>Year 5 – Learning outcomes:</u></p> <ul style="list-style-type: none">- Sustain running at a continuous pace; improve the technique for running at speed.- Demonstrate correct push technique.- Know the position to stand in when receiving a baton.- Understand how to successfully perform a standing long jump.- Throw for accuracy and speed in a game.- Complete and set goals; apply the skills learned in this unit to a competition.	<p><u>Year 6 – Learning outcomes:</u></p> <ul style="list-style-type: none">- To run efficiently for speed; to demonstrate good arm and leg technique.- Learn the pull technique for throwing; throw and retrieve implements safely.- Describe the effect of different throwing positions.- Sprint a short distance as part of a team; react quickly to a stimulus; demonstrate good running technique when jumping over obstacles.- Understand how to perform a standing broad jump (2 feet to 2 feet).- Put skills into practise, aiming to improve on previous results.